

## Third Grade Parent Rubric Quarters 1-4 Science

Earth Science	3	2	1
<p>S3E1 Students will investigate the physical attributes of rocks and soils.</p> <p>a. Explain the difference between a rock and a mineral</p> <p>b. Recognizes the physical attributes of rocks and minerals using observation (shape, color, and texture), measurement, and simple tests (hardness).</p>	<p>Recognizes <b><u>AND</u></b> explains differences in physical attributes(shape, color, texture, hardness) between a variety of rocks and minerals</p>	<p>Recognizes differences in physical attributes (shape, color, texture, hardness) between rocks and minerals</p>	<p>Demonstrates limited understanding of the differences between rocks and minerals</p>
<p>c. Uses observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).</p>	<p>Compares <b><u>AND</u></b> contrasts texture, particle size, and color of tops soils (such as clay, loam or potting soil, and sand)</p>	<p>Identifies top soils through texture, particle size, and/or color</p>	<p>Demonstrates limited understanding of the similarities and differences of top soils.</p>
<p>d. Determine how water and wind can change rocks and soil over time using observation and research.</p>	<p>Identifies <b><u>AND</u></b> explains how water and wind change rocks and soil over time (weathering)</p>	<p>Identifies examples of how water and wind change rocks and soil over time (weathering)</p>	<p>Demonstrates limited understanding of how water and wind change rocks and soil over time</p>

Earth Science	3	2	1
<p>S3E2 Students will investigate fossils as evidence of organisms that lived long ago.</p> <p>a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.</p> <p>b. Describe how a fossil is formed.</p>	<p>Investigates various fossils as evidence of diverse organisms that lived long ago <b><u>AND</u></b> describes how they were formed.</p>	<p>Investigates various fossils as evidence of diverse organisms that lived long ago <b><u>OR</u></b> describes how they were formed.</p>	<p>Demonstrate limited understanding of the fossils</p>

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Physical Science	3	2	1
<p>S3P1 Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.</p> <p>a. Categorize ways to produce heat, energy such as burning, rubbing (friction), and mixing one thing with another.</p> <p>b. Investigate how insulation affects heating and cooling.</p>	<p>Identifies 3 or more ways to produce heat energy (e.g. burning rubbing-friction, mixing, etc.) <u><b>AND</b></u> the effects of insulation on heating and cooling</p>	<p>Identifies 1-2 ways to produce heat energy <u><b>OR</b></u> the effects of insulation on heating and cooling</p>	<p>Demonstrates limited understanding of heat</p>
<p>c. Investigate the transfer of heat energy from the sun to various materials.</p>	<p>Explains <u><b>AND</b></u> investigates the transfer of heat energy from the sun to various materials</p>	<p>Explains <u><b>OR</b></u> investigates the transfer of heat energy from the sun to various materials</p>	<p>Demonstrates limited understanding of the transfer of heat energy from the sun to various materials</p>
<p>d. Uses thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time.</p>	<p>Independently measures changes in the temperature of water samples over time</p>	<p>Needs assistance measuring the changes in the temperature of water samples over time</p>	<p>Unable to measure the changes in temperature of water samples over time</p>

Physical Science	3	2	1
<p>S3P2 Students will investigate magnets and how they affect other magnets and common objects.</p> <p>a. Investigates to find common objects that are attracted to magnets</p>	<p>Explains <u><b>AND</b></u> investigates to find common objects that are attracted to magnets</p>	<p>Explains <u><b>OR</b></u> investigates to find common objects that are attracted to magnets</p>	<p>Has limited knowledge of common objects that are attracted to magnets</p>
<p>b. Investigates how magnets attract and repel each other</p>	<p>Explains <u><b>AND</b></u> investigates how magnets attract and repel each other</p>	<p>Explains <u><b>OR</b></u> investigates how magnets attract and repel each other</p>	<p>Has limited knowledge of how magnets repel and attract each other</p>

## Third Grade Parent Rubric Quarters 1-4 Science

Life Science	3	2	1
<p>S3L1 Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <p>a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.</p>	Differentiates between the different regions of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and recognizes organisms that live there	Identifies the different regions of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean)	Demonstrates limited understanding of the regions of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean)
<p>b. Identifies features of green plants that allow them to live and thrive in different regions of Georgia.</p> <p>c. Identifies features of animals that allow them to live and thrive in different regions of Georgia</p>	Identifies features of at least one green plant and one animal that allows it to thrive in each of the regions of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean)	Identifies features of green plants and animals that allow them to thrive in some the regions of Georgia.	Demonstrates limited understanding of the features of plants and animals
<p>d. Explain what will happen to an organism if the habitat is changed.</p>	Explains what will happen to more than 1 plant or animal if the habitat is changed	Explains what will happen to 1 plant or animal if the habitat is changed	Demonstrates limited understanding of what will happen to plants or animals if the habitat is changed

Life Science	3	2	1
<p>S3L2 Students will recognize the effects of pollution and humans on the environment.</p> <p>a. Explains the effects of pollution (such as lettering) to the habitats of plants and animals.</p> <p>b. Identifies ways to protect the environment.</p> <ul style="list-style-type: none"> <li>• Conservation of resources</li> <li>• Recycling of materials</li> </ul>	Explains <u><b>AND</b></u> identifies the effects of pollution on the habitats of plants and animals and to protect the environment.	Explains <u><b>OR</b></u> identifies the effects of pollution on the habitats of plants and animals and to protect the environment.	Unable to explain the effects of pollution on the habitats of plants and animals and ways to protect the environment