

### Third Grade Assessment Rubric

	<b>Proficient</b>	<b>Developing</b>	<b>Needs Reinforcement</b>
<b>Observations</b>	<ul style="list-style-type: none"> <li>Student can independently identify in writing most of the important people, objects, and activities in the image.</li> </ul>	<ul style="list-style-type: none"> <li>Student can independently, in writing, identify some of the people, objects, and activities in the image.</li> </ul>	<ul style="list-style-type: none"> <li>Student can minimally identify people, objects and activities in the image.</li> </ul>
<b>Inference</b>	<p>Student is able to independently provide reasonable conclusions about life at the time period presented, citing specific examples from the image. (Ex. Women had a lot of jobs in the home for example, cooking and churning butter.)</p>	<p>Student is able to independently provide reasonable conclusions about life at the time period presented, citing general examples from the image. (Ex: Women had a lot of jobs in the home. Women cooked in colonial America.)</p>	<p>Student does not provide reasonable conclusions about life at the time period presented, and does not provide supporting evidence. (Ex: Women stood in the kitchen.)</p>
<b>Compare/contrast</b>	<p>Students can independently compare and contrast the similarities and differences among rural, urban and suburban communities with specific examples using key</p>	<p>Students can independently compare and contrast some of the similarities and differences among rural, urban and suburban communities with general examples</p>	<p>Students independently demonstrates minimal ability to compare and contrast the similarities and differences among rural, urban and suburban communities with</p>

	vocabulary	Note: SEE KEY CHARACTERISTICS CHART	little or inaccurate examples Note: SEE KEY CHARACTERISTICS CHART
Feelings	Student can independently put him/herself in the historical context of the image and draw conclusions about life at that time period citing specific examples from the image.	Student can independently put him/herself in the historical context of the image and draw conclusions about life at that time period citing general examples from the image.	Student cannot put him/herself in the historical context of the image and does not provide supporting evidence.
Questioning	Student lists two thoughtful and relevant questions raised by the image.	Student lists two general, or one thoughtful question raised by the image.	Student raises irrelevant or unimportant questions.

