

### Third Grade Fall Assessment Artifact 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 physical and special qualities of the artifact.</li> </ul>	<ul style="list-style-type: none"> <li>Student can independently, in writing, identify some of the physical and special qualities of the artifact.</li> </ul>	<ul style="list-style-type: none"> <li>Student can minimally identify physical and special qualities of the artifact.</li> </ul>
<b>Inference</b>	<p>Student is able to independently provide reasonable explanations for most of the uses of the artifact.</p> <p>Student is able to independently provide reasonable conclusions about life at the time period presented, citing specific evidence from the artifact.</p>	<p>Student is able to independently provide a reasonable explanation for some of the uses of the artifact.</p> <p>Student is able to independently provide reasonable conclusions about life at the time period presented, citing general evidence from the artifact.</p>	<p>Student is unable to provide reasonable explanations for the uses of the artifact.</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>	Student can independently compare and contrast important similarities and differences between the image	Students can independently compare and contrast some of the similarities and differences between the image and his/her	Students demonstrates minimal ability to compare and contrast the similarities and differences between the image and his/her

	and his/her own life with specific examples from the	own life with general examples from the image.	own life.
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.

