



3nd Grade Standards-Based Report Card Rubric Third Grade

Indicator	Standard	1 Beginner Learner	2 Developing Learner	3 Proficient Learner	4 Distinguished Learner	Evidence	Assessed
-----------	----------	--------------------	----------------------	----------------------	-------------------------	----------	----------

attributes (color, texture, luster, and hardness) using simple tests.

-Plan and carry out investigations to describe properties (color, texture, capacity

dbl(tu)(re)anrap12 TcB029



3rd Grade Standards-Based Report Card Rubric Third Grade

		-Develop a model to describe the sequence and conditions required for an organism to become fossilized.	the environments in which they lived. -Develop a model to describe the sequence and conditions required for an organism to become fossilized.	for an organism to become fossilized. .	and conditions required for an organism to become fossilized.		
Uses science and engineering practices and reasoning skills to explore and understand Habitats of Georgia	S3L1	Even with teacher support, does not -Ask questions to differentiate between plants, animals, and habitats found within ic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	With teacher support, does --Ask questions to differentiate between plants, animals, and habitats found within ic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	-Ask questions to differentiate between plants, animals, and habitats found within ic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	Student independently -Ask questions to differentiate between plants, animals, and habitats found within ic regions. -Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. - Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	

3nd Grade Standards-Based Report Card Rubric Third Grade



effect of sunlight on various objects.
- Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.

the effect of sunlight on various objects.
- Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.

- Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.

effect of sunlight on various objects.
- Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.

Assessment
Probes,
Teacher
Observations,
Presentations

3nd Grade Standards-Based Report Card Rubric Third Grade



Third Grade

Science		
Indicator	Related Standard(s)	Q1