

**Science – Grade 3, 2015**

**Science, Technology, Society, Environment (STSE)/Knowledge:**

<b>4 - Excelling</b>	<b>3 - Meeting</b>	<b>2 - Approaching</b>	<b>1 - Working Below</b>
Independently and consistently demonstrates deep and extensive understanding of concepts	Generally demonstrates understanding of most concepts (four out of five opportunities)	Sometimes (or with support) demonstrates understanding of some concepts (three out of five opportunities)	Has difficulty (even with support) understanding concepts
Independently, consistently and completely describes content and uses specific science vocabulary appropriately	Generally descriptions of content are mostly complete, using specific science vocabulary appropriately	Sometimes (or with support) describes content (sometimes incomplete); science vocabulary used at times	Has difficulty (even with support) describing content; science vocabulary used at times
Independently and consistently evaluates reliability of sources	Generally evaluates reliability of sources	Sometimes (or with support) evaluates reliability of sources	Has difficulty (even with support) evaluating reliability of sources
Independently and consistently communicates knowledge efficiently and effectively (written, oral, and/or visual)	Generally communicates knowledge effectively (written, oral, and/or visual)	Sometimes (or with support) communicates knowledge with some difficulty (written, oral, and/or visual)	Has difficulty (even with support) communicating knowledge (written, oral, and/or visual)
Independently and consistently gives examples of how concepts explored relate to and impact daily life	Generally gives examples of how concepts explored relate to daily life	Sometimes (or with support) gives an example of how concepts explored relate to daily life	Has difficulty (even with support) giving an example of how concepts explored relate to daily life
<b>Evidence:</b> (following “Analyze, Explain” section)			

## Science – Grade 3, 2015

### Skills: Plan, Perform

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently states clearly testable questions identifying all necessary observable or measurable characteristics	Generally rephrases questions clearly in a testable form identifying necessary observable or measurable characteristics	Sometimes (or with support) states a question answerable by doing an experiment identifying some observable or measurable characteristics	Has difficulty (even with support) stating a question answerable by doing an experiment seldom identifying observable or measurable characteristics
Independently and consistently selects all relevant variables to test, control, and measure	Generally identifies and controls most relevant variables for a fair test	Sometimes (or with support) identifies and controls most relevant variables for a fair test	Has difficulty (even with support) identifying and controlling most relevant variables for a fair test
Independently and consistently makes predictions relevant to question supported by scientific learning	Generally makes predictions relevant to question and supported by observations	Sometimes (or with support) makes a prediction relevant to question	Has difficulty (even with support) making a prediction relevant to question
Independently and consistently designs experiments to collect intended evidence; steps are complete, concise and can be understood by others	Generally designs experiments to collect intended evidence; steps are complete and can be understood by others	Sometimes (or with support) designs experiments to collect intended evidence; some steps may be incomplete or missing	Has difficulty (even with support) designing a complete experiment
Independently and consistently chooses appropriate materials and equipment	Generally chooses appropriate materials and equipment	Sometimes (or with support) chooses appropriate materials and equipment	Has difficulty (even with support) choosing appropriate materials and equipment
Independently and consistently follows procedures step by step	Generally follows procedures step by step	Sometimes (or with support) follows procedures step by step	Has difficulty (even with support) following procedures step by step
Uses materials, techniques and equipment competently	Generally uses materials, techniques and equipment appropriately	Sometimes (or with support) mostly uses materials, techniques and equipment appropriately	Has difficulty (even with support) using materials, techniques and equipment
Independently and consistently makes relevant observations	Generally makes relevant observations	Sometimes (or with support) makes observations	Has difficulty (even with support) making observations
Independently and consistently records evidence appropriately (units, labels, pictures)	Generally records evidence appropriately (units, labels, pictures)	Sometimes (or with support) records evidence appropriately (units, labels, pictures)	Has difficulty (even with support) recording evidence (units, labels, pictures)
Independently and consistently identifies and uses safety procedures	Generally identifies and uses safety procedures	Sometimes (or with support) identifies and uses safety procedures	Has difficulty (even with support) using safety procedures
<b>Evidence:</b> (following “Analyze, Explain” section)			

## Science – Grade 3, 2015

### Skills: Analyze, Explain

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently organizes evidence efficiently and effectively (e.g., charts, graphs)	Generally organizes evidence appropriately and effectively (e.g., charts, graphs)	Sometimes (or with support) organizes evidence appropriately (e.g., charts, graphs)	Has difficulty (even with support) organizing evidence appropriately (e.g., charts, graphs)
Independently and consistently sequences or sorts based on more than one attribute	Generally sequences or sorts based on one or more attribute	Sometimes (or with support) sequences or sorts based on one attribute	Has difficulty (even with support) sequencing or sort based on one attribute
Independently and consistently recognizes and explains patterns and relationships in objects or events	Generally recognizes patterns and relationships in objects or events	Sometimes (or with support) recognizes some patterns in objects or events	Has difficulty (even with support) recognizing patterns
Independently and consistently identifies a discrepancy, suggesting an explanation	Generally identifies a discrepancy, suggesting an explanation	Sometimes (or with support) identifies a discrepancy, suggesting an explanation	Has difficulty (even with support) identifying a discrepancy, suggesting an explanation
Independently and consistently makes simple conclusions based on observations	Generally makes simple conclusions based on observations	Sometimes (or with support) makes some conclusions	Has difficulty (even with support) making a conclusion
Independently and consistently relates conclusion to prediction	Generally relates conclusion to prediction	Sometimes (or with support) relates conclusion to prediction	Has difficulty (even with support) relating conclusion to prediction
Independently and consistently identifies 2 or more new testable questions that arise from what was learned	Generally identifies 1-2 new questions that arise from what was learned	Sometimes (or with support) identifies another question that arises from what was learned	Has difficulty (even with support) identifying another question that arises from what was learned
Independently and consistently evaluates and suggests practical improvements to constructed objects or experimental design	Generally evaluates constructed objects or experimental design	Sometimes (or with support) evaluates constructed objects or experimental design	Has difficulty (even with support) evaluating constructed objects or experimental design
Independently and consistently communicates questions, procedures, and results efficiently and effectively	Generally communicates questions, procedures, and results effectively	Sometimes (or with support) communicates questions, procedures, and results	Has difficulty (even with support) communicating questions, procedures, results
Independently and consistently uses specific science vocabulary appropriately	Generally uses specific science vocabulary appropriately	Sometimes (or with support) uses science vocabulary appropriately	Has difficulty (even with support) using science vocabulary appropriately
Independently and consistently expresses ideas clearly	Generally expresses ideas clearly	Sometimes (or with support) expresses ideas	Has difficulty (even with support) expressing ideas
Independently and consistently collaborates with others	Generally collaborates with others	Sometimes (or with support) collaborate with others	Has difficulty (even with support) collaborating with others
Independently and consistently seeks and respects the views of others	Generally seeks and respects the views of others	Sometimes (or with support) respects the views of others	Has difficulty (even with support) respecting the views of others
Applies findings to other situations			
<b>Evidence:</b> (following “Analyze, Explain” section)			

**Evidence of Learning: Suggested Sources**

Observations:

- Observe students during “warm up” activities
- Observe students during experiments
- Observe students during group work
- Observe student presentations and demonstrations
- “Gallery” walks

Conversations (oral/written):

- Conferences
- Interviews
- Whole class and group discussions
- Science journal entry
- Exit slips (written responses)
- Self- and peer assessment and reflection

Products:

- Quizzes (oral/written)
- Projects
- Tests
- Work samples
- Exit slips or other responses to questions
- Science journal entry
- Photos of student’s work
- Group problem solving records
- Portfolios