

Grade 3 Proficiency Scale

I can design and implement an investigation to demonstrate that objects in contact exert forces on each other.

Reporting Category: Sci3.1.1

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	I can - Plan and conduct an investigation to provide evidence for why an object subjected to multiple pushes and pulls might stay in one place or move.
Approaching Standard	2	I can - Recognize or recall vocabulary (load, force, push, pull) - Describe balanced and unbalanced forces
Not at Standard	1	Partial or no success with score 2 content and score 3 content

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I can investigate variables that affect how objects move across a surface.

Reporting Category: Sci3.1.2

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	I can - Conduct an investigation to demonstrate that forces can cause changes on an object's speed and direction of motion. - Interpret and analyze the use of simple machines to move an object.
Approaching Standard	2	I can - Recognize or recall vocabulary (motion, force, friction, simple machines, pulley, lever, wheel and axle, inclined plane, screw, wedge, work) - Describe patterns in the motions of various objects - Identify simple machines used in the real world.
Not at Standard	1	Partial or no success with score 2 content and score 3 content

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I can identify the interdependence between organisms and the relationship within their physical environment.

Reporting Category: Sci3.1.3

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	<p>I can use correct academic vocabulary to:</p> <ul style="list-style-type: none"> -Describe the benefits and effects of plant and animal adaptations. -Compare the diversity of plant and animal life in different biomes. -Describe the importance of each role within the food web.
Approaching Standard	2	<p>I can</p> <ul style="list-style-type: none"> - Recognize or recall vocabulary (defend, survive, adaptation, herbivore, carnivore, omnivore, behavioral, learned, instinct, predator, prey, biome, producer, decomposer, consumer) - Identify plant and animal adaptations for survival. - Describe different types of plants and animals within biomes. - Create a food chain and/or food web.
Not at Standard	1	Partial or no success with score 2 content and score 3 content

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I can use evidence from fossil records to identify the relationship between types of organisms living today and in the past.

Reporting Category: Sci3.1.4

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	I can - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago
Approaching Standard	2	I can - Recognize or recall vocabulary (dinosaur, extinct, fossil) - Describe fossils and the environments in which they were found.
Not at Standard	1	Partial or no success with score 2 content and score 3 content

Grade 3 Proficiency Scale

I can use the Engineering Design Process to solve problems.

Reporting Category: Sci3.1.5

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	I can - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem - Successfully utilize all steps of the Engineer Design Process.
Approaching Standard	2	I can - Recognize or recall specific vocabulary (Engineering Design Process, ask, imagine, plan, create, improve) - Describe the constraints of a problem and criteria for a successful solution - Effectively and efficiently communicate with members to discuss solutions to a problem.
Not at Standard	1	Partial or no success with score 2 content and score 3 content