

Strand: Physical Science

Topic: 3.PS.2 Simple Machines

Level: 3rd Grade

		Sample Activities		
Score 4.0	In addition to Score 3.0, the student:	<ul style="list-style-type: none"> Applies the concepts of all simple machines to create compound/complex machines. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	The student:	<ul style="list-style-type: none"> Identifies types of simple machines and their uses. Investigate and build simple machines to understand how they are used. <p>The student exhibits no major errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> lever, pulley, inclined plane, wedge, screw, wheel, axle performs basic processes, such as: <ul style="list-style-type: none"> recognizes simple machines <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	<ul style="list-style-type: none"> Matching simple machine names with pictures 		
	0.5			With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.			

Strand: Earth and Space Science

Topic: 3.ESS.3 Rocks and Minerals

Level: 3rd Grade

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	Sample Activities
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Observes the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Classify and sort rocks and minerals based on observed properties (using scratch test) Identify and justify why a rock is igneous, sedimentary, or metamorphic
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> igneous, sedimentary, metamorphic, minerals, luster, streak, hardness, color performs basic processes, such as: <ul style="list-style-type: none"> Lists the characteristics of rocks and minerals <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Match vocabulary terms to the definition When given a partially filled out “Table of Observed Properties” students can fill in the missing pieces using the appropriate vocabulary.
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Physical Science

Topic: 3.PS.4 Sound

Level: 3rd Grade

		Sample Activities
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	<ul style="list-style-type: none"> Understanding sound as one of the forms of energy along with heat and light by using the concepts of sound. Describe the different forms of energy (sound, heat, and light) and analyze or connect to real world scenarios, examples, and situations.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Investigates and recognizes properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Compare and contrast specific properties of sound when looking at two different objects/items/actions (whisper vs. yelling, bird vs. lion, loose string vs. tight string) Two water bottles of the same size filled with varying amounts of liquid. Discuss the differences in the properties of sound Use Chapter 4 of Interactive Science Book
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> waves, vibrations, volume (loudness/amplitude), pitch, energy performs basic processes, such as: <ul style="list-style-type: none"> understands vocabulary <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Matching vocabulary terms to its definition
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	