**3rd Grade Rubric – Math and Science Everywhere**

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| 3rd Grade | Advanced-Through my in class work, at home, and my product, I readily explain many examples to show my understanding of this knowledge. I easily make connections to my daily life as well as other concepts I have already learned above a grade level appropriate manner. | ProficientThrough my in class work, at home, and my product, I readily explain several examples to show my understanding of this concept. I easily make connections to my daily life at a grade level appropriate manner. | BeginnerThrough my in class work, at home, and my product, I struggle to explain or can only give one or two examples to show my understanding of this concept. Making connections to my daily life is difficult for me. I only give more details when someone else asks me questions. I am not able to apply this knowledge at a third grade level. | In ProgressI have not done the work required to be assessed on this skill. |
| Science |  |  |  |  |
| 3.6 A - I have explored and identified different forms of energy in my daily life. I can give examples of each of these kinds of energy: mechanical, light, sound, and heat/thermal in everyday life. |  |  |  |  |
| 3.6 B – I can demonstrate and have observed how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons. |  |  |  |  |
| 3.6 C – I have observed forces such as magnetism and gravity acting on objects. |  |  |  |  |
|  | **ADV.** | **PRO.** | **BEG.** | **IP** |
| Math |  |  |  |  |
| 3.4C Use models to solve division problems and use number sentences to record the solutions for contexts involving sharing equally and measuring out. |  |  |  |  |
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|  **3.6 C Identify** **patterns in related** **multiplication and division sentences (fact families) such as 2 x 3 =6, 3 x 2 =6, 6 ÷ 2 =3, 6 ÷ 3 = 2, etc.**  |

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| **3.4A Learn and** **apply** **multiplication facts** **through 12 by 12** **using concrete** **models and objects**  |

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| English Language Arts  |  |  |  |  |
| 3.13C RS identify explicit cause and effect relationships among ideas in texts; |  |  |  |  |
| 3.17.B develop drafts by categorizing ideas and organizing them into paragraphs\*3.17.C   revise drafts for coherence, organization, use of simple and compound sentences, and audience3.17.D  edit drafts for grammar, mechanics, and spelling using a teacher‐developed rubric\*3.19.A  write about important personal experiences\* 3.20.A  create brief compositions that:\* (i)  establish a central idea in a topic sentence\* (ii)  include supporting sentences with simple facts details and explanations\* (iii)  contain a concluding statement\* |  |  |  |  |