

3rd Grade Science Q2

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Learning Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria which define what a student knows and is able to do related to that competency at the end of a unit or quarter.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

Competencies	Q 1	Q 2	Q 3	Q 4
C1 – Scientific Explanations The student analyzes and interprets information and is able to construct reasonable explanations from evidence.	X	X	X	X
C2 – Matter The student knows that matter has measurable and testable properties and can be classified by physical state, and recognizes that a mixture is created when two materials are combined.	X			
C3 – Force, Motion, and Energy The student explores forms of energy in everyday life and demonstrates how position and motion can be changed by pushing and pulling objects.		X		
C4 – Earth’s Surface The student explores and records how soils are formed and investigates rapid changes in Earth’s surface.		X		
C5 – Patterns in the Natural World The student compares day-to-day weather changes in different locations and demonstrates the relationship of the Sun, Earth, and Moon with models.			X	
C6 – Organisms and Environments The student describes the physical characteristics of environments, how organisms are affected by environmental changes, and how structures and functions enable organisms to survive in an environment.			X	X

Learning Progression for Competency 1: Scientific Explanations

The student communicates observations and write scientific explanations using evidence.

Developing	Progressing	Proficient	Advanced
Did not make a claim; or claim does not answer the question	Claim does not completely answer the question	Claim completely answers the question	Claim completely answers the question
Did not provide evidence; or evidence does not support the claim	Uses some evidence to support claim	Uses sufficient evidence to support claim	Uses sufficient evidence to support claim
	Evidence does not include specific data (exact words or numbers) to support claim	Evidence includes specific data (exact words or numbers) to support claim	Evidence includes only relevant specific data (exact words or numbers) to support claim
	Did not provide reasoning	Attempts to explain how the claim is connected to the evidence using a scientific concept	Explains how the claim is connected to the evidence using a scientific concept
	Reasoning does not connect the claim to the evidence		

Success Criteria for Proficient in Scientific Explanation:

The student can:

- answer a question by making a claim.
- use specific data as evidence to support the claim.
- attempt to state a scientific principle or scientific idea that justifies how evidence supports the claim.

Learning Progression for Competency 3: Force, Motion, and Energy

The student explores forms of energy in everyday life and demonstrates how position and motion can be changed by pushing and pulling objects.

Developing	Progressing	Proficient	Advanced
Recognizes examples of light, sound, and thermal energy in everyday life	Recognizes examples of mechanical, light, sound, and thermal energy in everyday life	Explains how everyday objects are examples of different forms of energy	Explains how everyday objects are examples of multiple forms of energy
Records and explains position and motion of objects	Describes the effects of pushes and pulls on an objects	Records and explains how position and motion of objects can be changed by pushing and pulling forces	Predict how position and motion of objects could change by pushing and pulling forces

Success Criteria for Proficient in Force, Motion, and Energy:

The student can:

- record and explain how position and motion of objects can be changed by pushing and pulling forces
 - o mechanical energy
 - o light energy
 - o sound energy
 - o thermal energy
- record and explain how position and motion of objects can be changed by pushing and pulling forces
 - o pushing
 - o pulling

Learning Progression for Competency 4: Earth's Surface

The student explores and records how soils are formed and investigates rapid changes in Earth's surface.

Developing	Progressing	Proficient	Advanced
<p>Describes the components of soil</p> <p>Describes the physical characteristics of different landforms</p>	<p>Describes the processes of weathering and decomposition</p> <p>Describes characteristics of rapid changes (volcanic eruptions, earthquakes, and landslides)</p>	<p>Describes and records how the processes of weathering and decomposition form soil over time</p> <p>Explains how rapid changes affect Earth's surface</p>	<p>Describes how high amounts of decomposed plant and animal materials affects a soil's ability to support plant life</p> <p>Compares how different natural events (volcanic eruptions, earthquakes, and landslides) cause different changes to Earth's surface</p>
<p>Success Criteria for Proficient in Earth's Surface:</p> <p>The student can:</p> <ul style="list-style-type: none"> describes and records how the processes of weathering and decomposition for soil over time. <ul style="list-style-type: none"> weathering of rock decomposition of plants and animal remains explains how rapid changes affect Earth's surface Earth's surface. <ul style="list-style-type: none"> volcanic eruptions earthquakes landslides 			

