

Self- Evaluation Checklists for Third Grade

These checklists are designed to allow students to self-assess their understanding. The checklists use student friendly science language that aligns with the Georgia Standards of Excellence for the different grade levels.

The following checklists are available:

[S3E1-](#) Physical Attributes of Rocks and Soil

[S3E2-](#) Fossils

[S3P1-](#) Heat Energy

[S3L1-](#) Geographic Regions

[S3L2-](#) Effects of Pollution and Humans on the Environment

How to use:

Teacher directions: Give the students the relevant self-evaluation tool section as you move through the unit. Dotted lines have been provided to assist in dividing the sections of the tool based on the standard elements. At first, help students fill it in but after doing it with them a few times let the students use it as they see fit. Help the students see that it can be used to identify areas that they are excelling in and areas where they need help. Feel free to refer to this when students are struggling with the material or come for tutoring. Also note the underlined and italicized science and engineering practices and the **bolded cross cutting concepts*** that are highlighted throughout the checklist.

*Multiple crosscutting concepts can match each standard. The crosscutting concept that fits best is dependent on the way in which the DCI and SEP are presented in class. These checklists just contain suggestions of crosscutting concepts that could be used but should not limit teacher choice for the CCC. *

S3E1 Teacher Evaluation and Reflection Tool

Directions: Consider what we have learned and where you are at the end of class every day. If **you feel that you have mastered the topic**, then you may **check it off and record the date**. On the back, **record evidence** of your mastery. Evidence could include grades, explanations or description of project/assignments that support your mastery.

Physical Attributes of Rocks and Soil

- Ask questions and analyze data to classify rocks by their physical attributes using simple tests.
 - Color
 - Texture
 - Luster
 - Hardness

***The crosscutting concept is structure and function ***

- Plan and carry out investigations to describe properties of soil
 - Color
 - Texture
 - Capacity to retain water
 - Ability to support plants



- Use observations from your investigations and the following images to describe the properties using the photo of the following soil types.
 - Sand
 - Clay
 - Loam

***The crosscutting concept is structure and function ***

- Make observations to construct an explanation about how water and/or wind have made **changes** to soil and/or rocks over time.

S3E2 Teacher Evaluation and Reflection Tool

Directions: Consider what we have learned and where you are at the end of class every day. If **you feel that you have mastered the topic**, then you may **check it off and record the date**. On the back, **record evidence** of your mastery. Evidence could include grades, explanations or description of project/assignments that support your mastery.

Fossils

- Construct an argument from observations of fossils to communicate evidence from the past.
 - Past organisms
 - Past environments

- Develop a model to describe the **sequence and conditions** required for an organism to become fossilized.

Stability and Change is the Crosscutting Concept

S3P1 Teacher Evaluation and Reflection Tool

Directions: Consider what we have learned and where you are at the end of class every day. If **you feel that you have mastered the topic**, then you may **check it off and record the date**. On the back, **record evidence** of your mastery. Evidence could include grades, explanations or description of project/assignments that support your mastery.

Heat Energy

- Ask questions to identify different sources of heat **energy**.
 - Sunlight
 - Friction
 - Burning

- Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the **effects** of sunlight on various objects.
 - Fahrenheit
 - Celsius

- Use tools and everyday materials to design and construct a device that will increase/decrease the warming effects of sunlight on various materials.

*** Crosscutting Concept is cause and effect ***

S3L1 Teacher Evaluation and Reflection Tool

Directions: Consider what we have learned and where you are at the end of class every day. If **you feel that you have mastered the topic**, then you may **check it off and record the date**. On the back, **record evidence** of your mastery. Evidence could include grades, explanations or description of project/assignments that support your mastery.

Geographic Regions

- Ask questions to identify differences and **patterns** in plants, animals and habitats in Georgia's different regions.
 - Blue Ridge Mountains
 - Piedmont
 - Coastal Plains
 - Valley and Ridge
 - Appalachian Plateau

- Construct an explanation of how an animal survives in its habitat because of:
 - External structures
 - Adaptations
 - Camouflage
 - Hibernation
 - Mimicry
 - Migration

- Construct an explanation of the **cause of** organisms thriving in one habitat but not in another habitat.

S3L2 Teacher Evaluation and Reflection Tool

Directions: Consider what we have learned and where you are at the end of class every day. If **you feel that you have mastered the topic**, then you may **check it off and record the date**. On the back, **record evidence** of your mastery. Evidence could include grades, explanations or description of project/assignments that support your mastery.

Effects of Pollution and Humans on the Environment

- Ask questions to collect information and create data from sources and **effects** of pollution on plants and animals

- Research and communicate solutions to protect plants and animals such as:
 - Conservation of resources
 - Recycling of materials