

# Aquatic Biomes

## Performance Based Rubric

Standards	Developing	On-Target	Mastery
<p>Science 3.LS4: Biological Change: Unity and Diversity 1) Explain the cause and effect relationship between a naturally changing environment and an organism's ability to survive. 2) Infer that plant and animal adaptations help them survive in land and aquatic biomes. 3) Explain how changes to an environment's biodiversity influence human resources.</p>	<p>Students will grasp what animals live in a pond. Students will understand that the water can affect the animals and their ability to survive with teacher support and peer discussion. Students will be able to explain this cause and effect relationship either verbally and/or in their writing with teacher support.</p>	<p>Students will be able to understand from research, peer discussion and teacher support how the environment's changes affect their pond animals. Students will be able to explain this cause and effect relationship either verbally and/or in their writing.</p>	<p>Students will be able to understand from research how the environment's changes affect their pond animals. Students will be able to explain this cause and effect relationship either verbally or in their writing.</p>
<p>Math: 3.MD.A.2 Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects</p>	<p>Students will measure the liquid volume using standard units of measurement such as milliliters (ml) and liters (l). Students will estimate the liquid volume and answer questions about the</p>	<p>Students will measure the liquid volume using standard units of measurement such as milliliters (ml) and liters (l). Students will estimate the liquid volume and answer questions about the</p>	<p>Students will measure the liquid volume using standard units of measurement such as milliliters (ml) and liters (l). Students will estimate the liquid volume and answer questions about the</p>

<p>and liquid volume using benchmarks.</p> <p>A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p>measurement with less than 80% proficiency.</p>	<p>measurement with 80-90% or above proficiency.</p>	<p>measurement with 90% or above proficiency.</p>
<p>ELA</p> <p>3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Developing readers will be able to listen and follow along with grade level text. Students will be able to answer questions regarding their text with guidance.</p>	<p>Students will be able to mostly read and comprehend grade level text regarding their aquatic biome with some prompting. Students will be able to answer questions regarding their text with little assistance.</p>	<p>Students will be able to fully read and comprehend grade level text regarding their aquatic biome. Students will be able to answer questions regarding their text.</p>
<p>Writing</p> <p>Wording taken from TN Holistic writing rubric on TN.gov website</p>	<p>The response:</p> <ul style="list-style-type: none"> <li>• partially addresses the prompt.</li> <li>• lacks the cohesion of a paragraph and may contain a limited, weak introduction and/or conclusion.</li> <li>• includes some supporting details or evidence from the passage.</li> <li>• may attempt to utilize a mode of writing.</li> </ul> <p>The response:</p>	<p>The response:</p> <ul style="list-style-type: none"> <li>• generally addresses the prompt.</li> <li>• is a paragraph and includes an adequate introduction and conclusion.</li> <li>• includes adequate supporting details or evidence from the passage.</li> <li>• utilizes a mostly consistent mode of writing.</li> </ul> <p>The response:</p>	<p>The response:</p> <ul style="list-style-type: none"> <li>• fully addresses the prompt.</li> <li>• is a cohesive paragraph and includes a clear introduction and conclusion.</li> <li>• includes relevant and sufficient supporting details or evidence from the passage.</li> <li>• utilizes a consistent mode of writing.</li> </ul> <p>The response:</p>

	<ul style="list-style-type: none"> <li>• illustrates inconsistent command of language.</li> <li>• utilizes basic and/or repetitive linking words and phrases.</li> <li>• demonstrates inconsistent command of grade level conventions of standard written English.</li> <li>• contains some errors in grammar, spelling, capitalization, and/or punctuation, and they may interfere with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• illustrates adequate command of language.</li> <li>• utilizes appropriate linking words and phrases. <ul style="list-style-type: none"> <li>• generally demonstrates adequate command of grade-level conventions of standard written English.</li> </ul> </li> <li>• contains errors in grammar, spelling, capitalization, and/or punctuation, but they do not interfere with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• illustrates consistent command of language <ul style="list-style-type: none"> <li>• utilizes a variety of appropriate linking words and phrases.</li> </ul> </li> <li>• demonstrates consistent command of grade level conventions of standard written English.</li> <li>• contains few, if any, errors in grammar, spelling, capitalization, and/or punctuation.</li> </ul>
<p>Speaking and Listening</p> <p>3 3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.</p>	<p>Students will sometimes speak in complete sentences and will sometimes provide detail or clarification.</p>	<p>Students will mostly speak in complete sentences and will provide requested detail or clarification.</p>	<p>Students will speak in complete sentences and will provide requested detail or clarification.</p>