



SCIENCE • GRADE 3

Science Assessments

FOCUScurriculum

Curriculum materials for **your** content standards

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Introduction

Published by FOCUScurriculum

33 Milford Drive, Suite 1

Hudson, OH 44236

866-315-7880

www.focuscurriculum.com

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Order Number: OHSC-ASMT3

Created by Kent Publishing Services, Inc.

Designed by Signature Design Group, Inc.

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Check Understanding Assessments

The following assessments are designed to assist you in evaluating your students' knowledge of Ohio's Science Content Standards. Check Understanding assesses the content of each *Focus on Ohio Standards* book. You will find multiple choice and short answer questions that assess literal and interpretive comprehension of each book's content. In addition, these assessments will evaluate your students' ability to synthesize and apply the content and concepts identified in the Ohio Academic Content Standards Benchmarks and Grade-Level Indicators. Students will obtain valuable practice in answering 2-point and 4-point response questions they will encounter on the Ohio Achievement Test.

Ohio Achievement Practice Test

Half-length practice tests that mirror the Ohio Achievement Test for science are available for each grade level. Visit our Web site at www.focuscurriculum.com for purchasing information.

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SCIENCE • GRADE 3

Below Level

Benchmark	Grade-Level Indicator
Earth and Space Sciences: C	Earth Systems: 1, 2, 3
Scientific Ways of Knowing: D	Science and Society: 3

Assessments

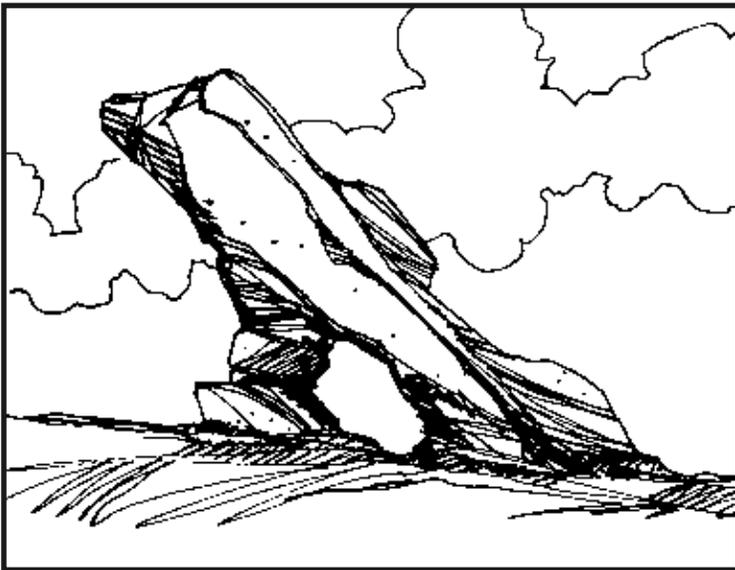
Rocks and Minerals

Print pages 5–7 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The picture below shows a rock in the desert that was shaped by weathering.



Which natural process caused this wearing away?

- Ⓐ ice
- Ⓑ wind
- Ⓒ water
- Ⓓ plants

2. Topaz has a hardness of 8.

What statement is also true of topaz?

- Ⓐ It is nonmetallic.
- Ⓑ It has perfect cleavage.
- Ⓒ It does not leave a streak.
- Ⓓ It has tightly packed grains.

3. Florence Bascom was a geologist.



What did Florence Bascom study?

- Ⓐ rocks
- Ⓑ planets
- Ⓒ weather
- Ⓓ minerals

Check Understanding

Write your answers in the boxes.

4. Scientists use traits to tell minerals apart. Color is one trait.

Identify two other traits used to tell minerals apart. Explain what each means. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer C is correct.
3. Answer A is correct.
4. Exemplar 4-point responses may include:

Identify: Streak

Explain: Streak is the mark that soft minerals leave when rubbed on a special plate.

Identify: Cleavage

Explain: Cleavage is how a mineral breaks.

Identify: Specific gravity

Explain: Specific gravity measures the size and weight of a mineral.

Identify: Hardness

Explain: Hardness is how hard or soft a mineral is.

Identify: Luster

Explain: Luster measures whether a mineral is metallic or nonmetallic.



SCIENCE • GRADE 3

On Level

Benchmark	Grade-Level Indicator
Earth and Space Sciences: C	Earth Systems: 1, 2, 3
Scientific Ways of Knowing: D	Science and Society: 3

Assessments

Rocks and Minerals

Print pages 9–11 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The following picture shows an igneous rock called pumice.



What caused the tiny holes to form in this rock?

- Ⓐ air bubbles
 - Ⓑ rainy weather
 - Ⓒ specific gravity
 - Ⓓ unequal pressure
2. All minerals share three properties.
Which statement is true of all minerals?
- Ⓐ They are metallic.
 - Ⓑ They are common.
 - Ⓒ They are crystalline.
 - Ⓓ They are sedimentary.

Write your answer in the boxes.

3. Rocks can be classified by type.

Identify one type of rock and explain how it formed.
(2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Weathering is the natural process of wearing away.

Identify two forces that cause weathering and explain how each happens. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. Exemplar 2-point responses may include:

Identify: Sedimentary

Explain: It is formed when weathered particles are pressed into layers.

Identify: Igneous

Explain: It is formed when molten rock hardens.

Identify: Metamorphic

Describe: It is formed when rocks are buried under very high pressure.

4. Exemplar 4-point responses may include:

Identify: Water

Describe: Rain beats down on a cliff, water wears down rocks in a riverbed, and waves wear down rocks in a lake or ocean.

Identify: Wind

Describe: The wind can carve out rock formations over a long period of time.

Identify: Ice

Describe: Water can freeze inside a crack and break the rock apart as it expands.

Identify: Plants

Describe: Plant roots can grow into a crack and break the rock apart as they grow.



SCIENCE • GRADE 3

Above Level

Benchmark	Grade-Level Indicator
Earth and Space Sciences: C	Earth Systems: 1, 2, 3
Scientific Ways of Knowing: D	Science and Society: 3

Assessments

Rocks and Minerals

Print pages 13–15 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Students find a rock that is striped.
Which statement describes what students could learn from this rock?

- Ⓐ The rock has perfect cleavage.
- Ⓑ The rock is a sedimentary rock.
- Ⓒ The rock was weathered by water.
- Ⓓ The rock was formed by unequal pressure.

2. A mineral that looks shiny is metallic. A mineral that is not shiny at all is nonmetallic.

What is this property called?

- Ⓐ streak
- Ⓑ luster
- Ⓒ cleavage
- Ⓓ specific gravity

Write your answer in the boxes.

3. The chart on page 7 gives the Mohs Scale of Hardness values for some minerals.

Identify one mineral that leaves a streak and explain why it leaves a streak. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Scientists may classify rocks by type.

Identify two types of rocks and explain how each is formed. (4 points)

Identify

Identify

Describe

Describe

Assessment Scoring Guidelines

1. Answer D is correct.

2. Answer B is correct.

3. Exemplar 2-point responses may include:

Identify: Orthoclase, Apatite, Fluorite, Calcite, Gypsum, or Talc

Explain: All minerals with a hardness of 6 or less leave a streak.

Identify: Holds water

Explain: We the soil and rub it between your fingertips. If the soil is slippery, it is clay.

4. Exemplar 4-point responses will include:

Identify: Sedimentary

Describe: It is formed when weathered particles are pressed into layers.

Identify: Igneous

Describe: It is formed when molten rock hardens.

Identify: Metamorphic

Describe: It is formed when rocks are buried under very high pressure.



SCIENCE • GRADE 3

Below Level

Benchmark	Grade-Level Indicator
Earth and Space Sciences: C	Earth Systems: 4, 5, 6
Scientific Ways of Knowing: C	Nature of Science: 1

Assessments

What Is Soil?

Print pages 17–19 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Why is humus good for the soil?

- Ⓐ It helps plants grow.
- Ⓑ It is food for animals.
- Ⓒ It makes the soil hard.
- Ⓓ It adds water to the soil.

2. A student picks up some soil. She wets the soil. Then, she rubs the soil between her fingertips. The soil feels very rough.

What type of soil is this?

- Ⓐ silt
- Ⓑ clay
- Ⓒ sand
- Ⓓ loam

3. Decomposition is one way that soil forms.

What is another way that soil forms?

- Ⓐ restoring
- Ⓑ examining
- Ⓒ weathering
- Ⓓ strip mining

4. Where would you be likely to find silt?

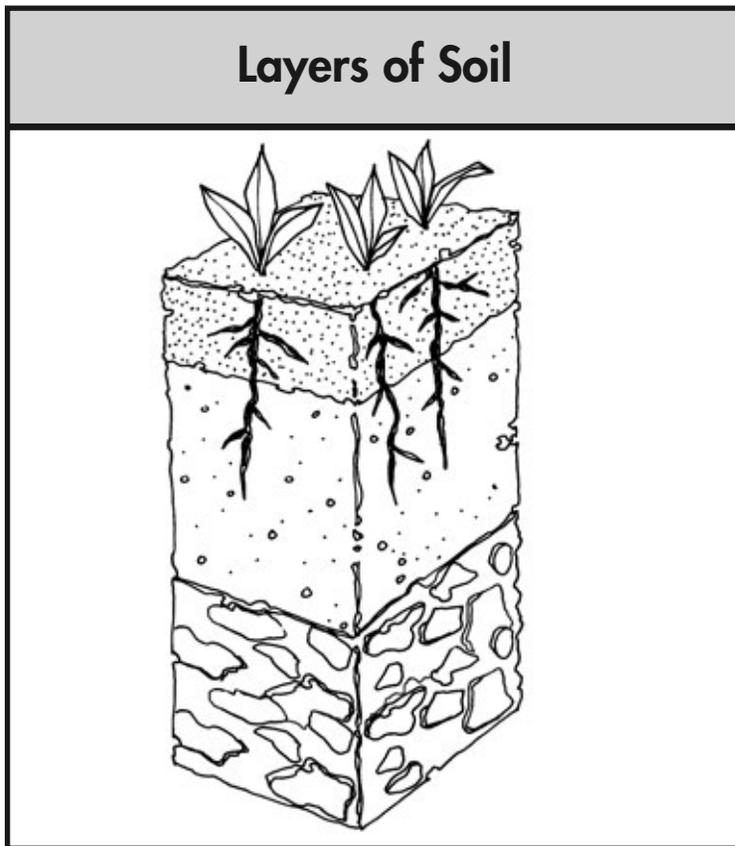
- Ⓐ a desert
- Ⓑ a forest
- Ⓒ a river bank
- Ⓓ a mountain top

What Is Soil?

Check Understanding

Write your answers in the boxes.

5. The following picture shows the three layers in soil.
Identify two layers of soil. Explain how plants grow in each layer. (4 points)



Identify

Explain

Identify

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. Answer C is correct.
4. Answer C is correct.
5. Exemplar 4-point responses may include:

Identify: Topsoil

Explain: Plants grow well in topsoil.

Identify: Subsoil

Explain: Plants do not grow well in subsoil.

Identify: Bedrock

Explain: Plants do not grow in bedrock.



SCIENCE • GRADE 3

On Level

Benchmark	Grade-Level Indicator
Earth and Space Sciences: C	Earth Systems: 4, 5, 6
Scientific Ways of Knowing: C	Nature of Science: 1

Assessments

What Is Soil?

Print pages 21–23 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Plants get nutrients such as minerals and water from the soil. Not all soil is the same, though.

Which type of soil is best for growing plants?

- Ⓐ silt
- Ⓑ clay
- Ⓒ sand
- Ⓓ loam

2. Soil scientists are studying the soil in old mining towns, where the soil is contaminated.

Which question are these scientists trying to answer?

- Ⓐ Why does strip mining damage the soil?
- Ⓑ How can plants grow in these areas again?
- Ⓒ Why is it difficult for plants to grow in clay?
- Ⓓ How does this soil compare to soil in other places?

Write your answer in the boxes.

3. There are three layers of soil.

Identify one characteristic of subsoil and explain where you would find it. (2 points)

Identify

Explain

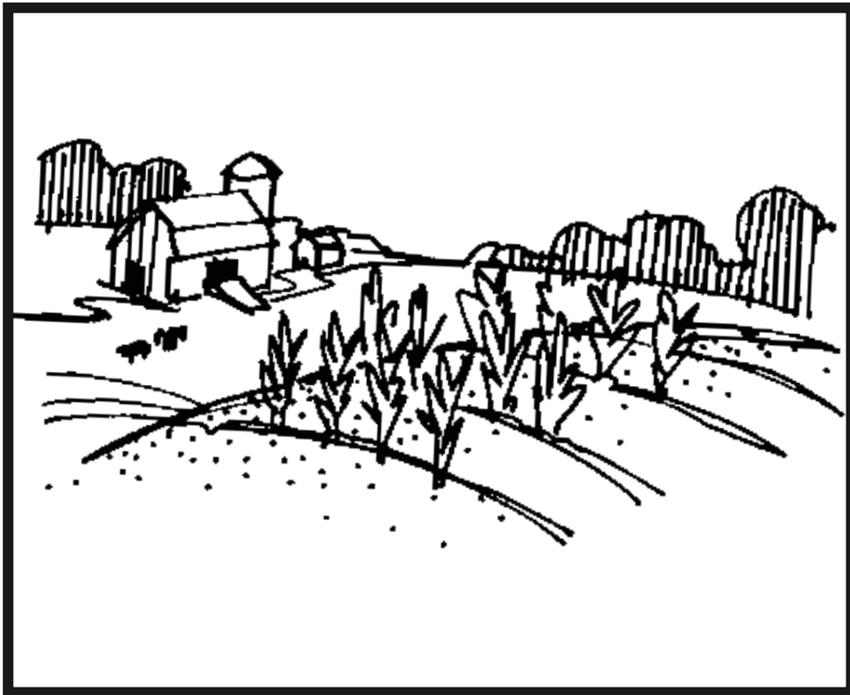
What Is Soil?

Check Understanding

Write your answers in the boxes.

4. The following picture shows a farm.

Identify two things that this soil contains. Explain how you know this. (4 points)



Identify

Explain

Identify

Explain

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. Exemplar 2-point responses may include:
 - Identify:** Contains clay and iron
 - Explain:** Subsoil is found between topsoil and bedrock.
 - Identify:** Plants do not grow well
 - Explain:** Subsoil is found between topsoil and bedrock.
4. Exemplar 4-point responses will include:
 - Identify:** Loam
 - Explain:** The equal mixture of sand, silt, and clay is good for growing plants.
 - Identify:** Humus
 - Explain:** Decomposing plants and animals release nutrients, which is good for growing plants.



SCIENCE • GRADE 3

Above Level

Benchmark	Grade-Level Indicator
Earth and Space Sciences: C	Earth Systems: 4, 5, 6
Scientific Ways of Knowing: C	Nature of Science: 1

Assessments

What Is Soil?

Print pages 25–27 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which statement is true about decomposition?
Ⓐ Decomposition prevents new plants from growing.
Ⓑ Decomposition prevents new plants from growing.
Ⓒ Strip mining is a quick way to cause decomposition.
Ⓓ Strip mining is a quick way to cause decomposition.

2. Different locations have different soil profiles. Soil scientists use these profiles to study the soil and help people grow plants.

What does a soil profile show?

- Ⓐ the different layers of the soil
- Ⓑ the level of water in the soil
- Ⓒ the plants that are growing in the soil
- Ⓓ the names of the different types of soil

Write your answer in the boxes.

3. Clay is not good soil for growing plants.

Identify one characteristic of clay and explain how you can test your soil for clay. (2 points)

Identify

Explain

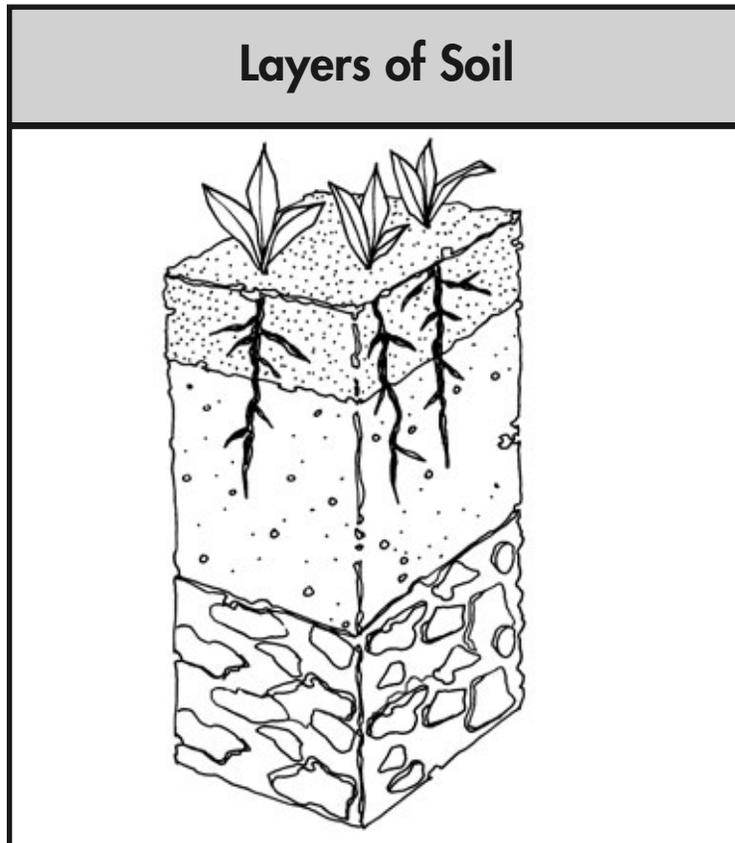
What Is Soil?

Check Understanding

Write your answers in the boxes.

4. Most soil has three layers. The picture below shows these layers.

Identify two layers of soil and describe each layer.
(4 points)



Identify

Describe

Identify

Describe

Assessment Scoring Guidelines

1. Answer D is correct.

2. Answer A is correct.

3. Exemplar 2-point responses may include:

Identify: Small, regular shaped particles

Explain: Pick up a handful of soil and squeeze. If the soil stays in one lump, it contains a lot of clay.

Identify: Holds water

Explain: We the soil and rub it between your fingertips. If the soil is slippery, it is clay.

4. Exemplar 4-point responses may include:

Identify: Topsoil

Describe: Topsoil is made of decomposing plants and animals. It is dark and good for growing plants.

Identify: Subsoil

Describe: Subsoil is light in color and usually harder than topsoil. Plants do not grow very well in this layer.

Identify: Bedrock

Describe: Bedrock is the bottom layer of soil. It is made mostly of rock and plants do not grow well here.



SCIENCE • GRADE 3

Below Level

Benchmark	Grade-Level Indicator
Life Sciences: A	Heredity: 1
Scientific Ways of Knowing: D	Science and Society: 4

Assessments

Comparing Life Cycles of Animals

Print pages 29–31 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Some young animals look much like their parents. Others look very different. Which young animal looks nothing like its adult form?
Ⓐ dog
Ⓑ moth
Ⓒ human
Ⓓ grasshopper
2. A nymph is a young insect that looks like its parents. What happens when a nymph molts?
Ⓐ It develops lungs.
Ⓑ It fertilizes a new egg.
Ⓒ It sheds its hard outer skin.
Ⓓ It sheds its hard outer skin.
3. All animals pass through four stages. What stage does a frog enter after adulthood?
Ⓐ birth
Ⓑ death
Ⓒ metamorphosis
Ⓓ fertilization/reproduction

Write your answer in the boxes.

3. Every animal passes through four stages in life. Identify the second stage and explain what happens in it. (2 points)

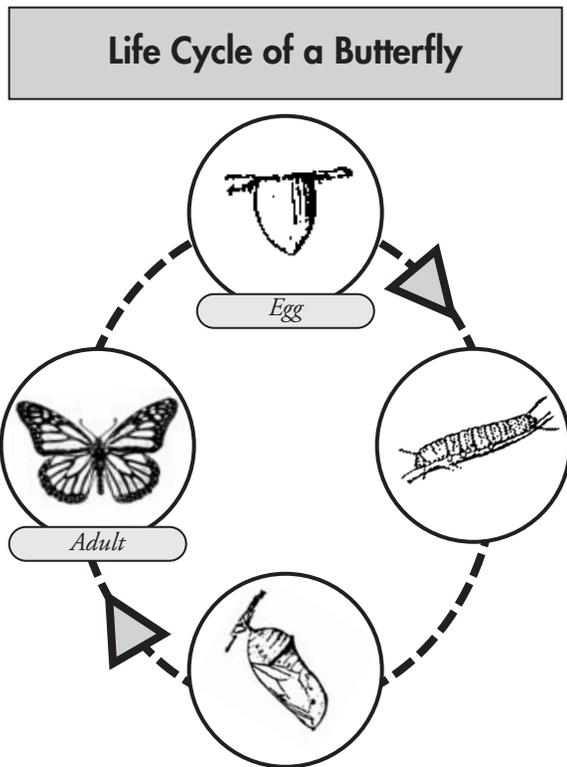
Identify

Explain

Check Understanding

Write your answers in the boxes.

4. The following diagram shows the life cycle of a butterfly. Identify the two missing stages in four-stage (complete) metamorphosis. Explain what happens in each stage. (4 points)



Identify

Explain

Identify

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer C is correct.
3. Answer B is correct.
4. Exemplar 4-point responses will include:

Identify: Larva

Explain: The insect is worm-like and eats a lot.

Identify: Pupa

Explain: The insect covers itself with a cocoon and changes into an adult.



SCIENCE • GRADE 3

On Level

Benchmark	Grade-Level Indicator
Life Sciences: A	Heredity: 1
Scientific Ways of Knowing: D	Science and Society: 4

Assessments

Comparing Life Cycles of Animals

Print pages 20–22 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

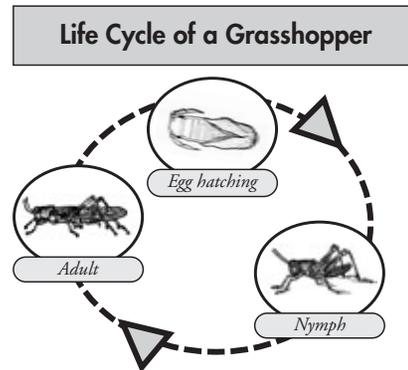
1. What is one need of all living things?

- Ⓐ soil
- Ⓑ space
- Ⓒ oxygen
- Ⓓ sunlight

2. The following diagram shows the life cycle of a grasshopper.

What happens during the second stage of incomplete metamorphosis?

- Ⓐ The insect is a pupa.
- Ⓑ The insect is an egg.
- Ⓒ The insect is an larva.
- Ⓓ The insect is a nymph.



Write your answer in the boxes.

3. Every animal passes through four stages in life.

Identify the second stage and explain what happens in it.
(2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Some young animals do not look like their adult forms. They undergo a metamorphosis during their life cycle.

Identify two animals that change forms as they develop into adults. Explain the life cycle for each animal. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer D is correct.
3. Exemplar 2-point responses will include:

Identify: Birth

Explain: Babies are born or eggs hatch.

4. Exemplar 4-point responses will include:

Identify: Frog or toad

Explain: A tadpole hatches from an egg. The tadpole grows short legs and loses its tail. It develops lungs so it can breathe on land. It grows into an adult frog or toad.

Identify: Butterfly or moth

Explain: A larva hatches from an egg. The larva eats a lot. Then it covers itself with a cocoon or chrysalis. It is now a pupa. After some time the cocoon cracks open and the butterfly or moth crawls out.



SCIENCE • GRADE 3

Above Level

Benchmark	Grade-Level Indicator
Life Sciences: A	Heredity: 1
Scientific Ways of Knowing: D	Science and Society: 4

Assessments

Comparing Life Cycles of Animals

Print pages 37–39 of this PDF for the assessments.

Check Understanding

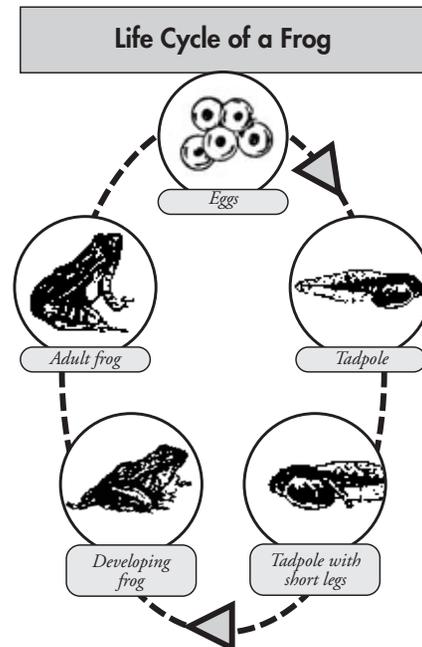
Shade the circle next to the correct answer.

1. What is true about a nonliving thing?
Ⓐ It can reproduce.
Ⓑ It cannot react to change.
Ⓒ It cannot react to change.
Ⓓ It cannot react to change.

2. The following diagram shows the life cycle of a frog.

Which statement is true?

- Ⓐ A tadpole is a nymph.
- Ⓑ A tadpole changes to a pupa.
- Ⓒ A tadpole breathes through gills.
- Ⓓ A tadpole looks like an adult frog.



Write your answer in the boxes.

3. Every animal passes through four stages in life.

Identify the first stage and explain what happens in it.
(2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. All insects under go metamorphosis, or a change in form.

Identify the two types of insect metamorphosis and explain how they are different. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer C is correct.
3. Exemplar 2-point responses will include:
Identify: Fertilization or reproduction
Explain: A male cell and female cell combine.
4. Exemplar 4-point responses will include:
Identify: Three-stage incomplete metamorphosis
Explain: The egg hatches into a small insect called a nymph. The nymph molts until it reaches its adult size.
Identify: Four stage/complete metamorphosis
Explain: The egg hatches into a larva and molts. Then it creates a hard covering around its body and becomes a pupa. After some time, it changes into an adult.



SCIENCE • GRADE 3

Below Level

Benchmark	Grade-Level Indicator
Life Sciences: B	Diversity and Interdependence of Life: 2, 3
Scientific Ways of Knowing: B	Nature of Science: 1

Assessments

How Animals Survive

Print pages 41–43 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which body covering helps keep water in an animal's body?
Ⓐ fur
Ⓑ quills
Ⓒ scales
Ⓓ feathers
2. Scientists classify animals into two groups. One group is vertebrates. The other group is invertebrates.
How are vertebrates different from invertebrates?
Ⓐ Vertebrates migrate.
Ⓑ Vertebrates have bones.
Ⓒ Vertebrates have tentacles.
Ⓓ Vertebrates are warm-blooded.

3. The following picture shows a moose.



How do moose use their antlers to survive?

- Ⓐ Moose use their antlers to hide.
- Ⓑ Moose use their antlers to fight.
- Ⓒ Moose use their antlers to hibernate.
- Ⓓ Moose use their antlers to stay warm.

Check Understanding

Write your answers in the boxes.

4. In winter, some animals must change their behavior.

Identify two behaviors that animals may use to survive winter. Explain each behavior. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer B is correct.
3. Answer B is correct.
4. Exemplar 4-point responses will include:

Identify: Hibernate

Explain: The animal eats a lot then stays in a deep sleep all through winter.

Identify: Go dormant

Explain: The animal sleeps through winter but wakes up once and awhile.

Identify: Migrate

Explain: The animal goes to a warmer place to find food.



SCIENCE • GRADE 3

On Level

Benchmark	Grade-Level Indicator
Life Sciences: B	Diversity and Interdependence of Life: 2, 3
Scientific Ways of Knowing: B	Nature of Science: 1

Assessments

How Animals Survive

Print pages 45–47 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. A green chameleon climbs onto a brown tree trunk. Less than one minute later, the chameleon is brown, too.
Which behavior helps the chameleon survive?
 - Ⓐ migration
 - Ⓑ hibernation
 - Ⓒ camouflage
 - Ⓓ fighting back

2. In the winter, some animals go into a long, deep sleep. During hibernation, they breathe less often. Their bodies get cooler. Their heart slows down.
Which statement explains what would happen if these animals did not hibernate?
 - Ⓐ The animals would not blend in.
 - Ⓑ The animals would starve or freeze.
 - Ⓒ The animals would lose their habitat.
 - Ⓓ The animals would be attacked by predators.

Write your answer in the boxes.

3. Mammals and birds are both warm-blooded vertebrates.
Identify one characteristic that all birds have in common and explain why they are vertebrates. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Body coverings help animals in many ways. Identify two types of body coverings and explain how each works. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer B is correct.
3. Exemplar 2-point responses may include:
 - Identify:** Wings
 - Explain:** They are vertebrates because they have bones.
 - Identify:** Feathers
 - Explain:** They are vertebrates because they have bones.
 - Identify:** Lay eggs
 - Explain:** They are vertebrates because they have bones.
4. Exemplar 4-point responses may include:
 - Identify:** Fur
 - Explain:** Fur protects animals from the cold.
 - Identify:** Feathers
 - Explain:** Feathers protect animals from the cold.
 - Identify:** Scales
 - Explain:** Scales keep desert animals from drying out.
 - Identify:** Coloring
 - Explain:** Coloring helps animals blend in with their surroundings.



SCIENCE • GRADE 3

Above Level

Benchmark	Grade-Level Indicator
Life Sciences: B	Diversity and Interdependence of Life: 2, 3
Scientific Ways of Knowing: B	Nature of Science: 1

Assessments

How Animals Survive

Print pages 49–51 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Scientists classify animals into two groups. One group of animals has no bones. The other group of animals has cartilage or bones.

What are the names of these two groups?

- Ⓐ amphibians and fish
- Ⓑ mammals and reptiles
- Ⓒ invertebrates and vertebrates
- Ⓓ warm-blooded and cold-blooded

2. The following picture shows a pelican.

Which statement explains why the pelican has a large bill?

- Ⓐ It allows the pelican to store fish.
- Ⓑ It allows the pelican to break open seeds.
- Ⓒ It allows the pelican to stay warm in winter.
- Ⓓ It allows the pelican to reach the highest leaves in a tree.



Write your answer in the boxes.

3. Students are looking at different animals' feet.

Identify one kind of animal that has webbed feet and explain how this body part helps the animal survive.
(2 points)

Identify

Explain

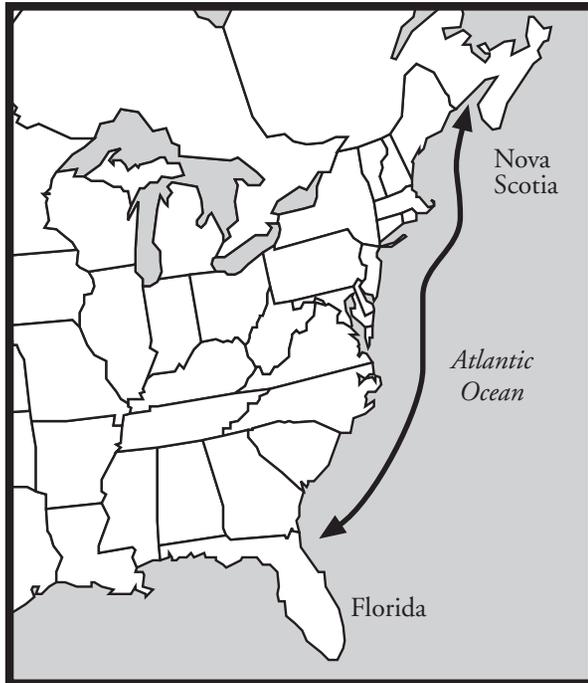
Check Understanding

Write your answers in the boxes.

4. The following map shows the migration route of the right whale.

Identify two reasons that some animals migrate and explain what would happen if these animals did not migrate. (4 points)

The Migration of the Right Whale



Identify

Explain

Identify

Explain

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer A is correct.
3. Exemplar 2-point responses will include:

Identify: Duck

Explain: The webbing helps the duck swim fast in water.

Identify: Frog

Explain: The webbing helps the frog swim fast in water.

4. Exemplar 4-point responses will include:

Identify: Food

Explain: Some animals would starve if they did not migrate because their food source may be hard to find during winter.

Identify: Warmth

Explain: Some animals migrate to have their babies. If they did not migrate, their babies might not live.



SCIENCE • GRADE 3

Below Level

Benchmark	Grade-Level Indicator
Life Sciences: C	Diversity and Interdependence of Life: 6
Scientific Ways of Knowing: D	Science and Society: 3

Assessments

What Are Habitats?

Print pages 53–55 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Why would a plant from the rain forest probably die in the desert?

- Ⓐ It would be too warm.
- Ⓑ It would be eaten by animals.
- Ⓒ It would not get enough water.
- Ⓓ It would be exposed to pollution.

2. Which is a beneficial change to a habitat?

- Ⓐ flooding
- Ⓑ starting a fire
- Ⓒ cleaning up dumps
- Ⓓ cutting down trees

3. Different plants and animals live in different habitats.

Which are two kinds of animals that live in an ocean habitat?

- Ⓐ moose and owls
- Ⓑ whales and dolphins
- Ⓒ monkeys and snakes
- Ⓓ raccoons and ducks

What Are Habitats?

Check Understanding

Write your answers in the boxes.

4. Identify two things that cause a loss of habitat. Explain how these things affect the plants or animals. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer C is correct.
3. Answer B is correct.
4. Exemplar 4-point responses may include:

Identify: Cutting down trees

Explain: Animals lose their homes.

Identify: Building dams

Explain: Animals lose their homes.

Identify: Building a road

Explain: Animals can be hit by cars.



SCIENCE • GRADE 3

On Level

Benchmark	Grade-Level Indicator
Life Sciences: C	Diversity and Interdependence of Life: 6
Scientific Ways of Knowing: D	Science and Society: 3

Assessments

What Are Habitats?

Print pages 57–59 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Rachel Carson was a scientist who wrote about nature. Rachel Carson wrote that habitats were being harmed in what way?
 - Ⓐ Acid rain was destroying rain forests.
 - Ⓑ Chemicals were killing fish and birds.
 - Ⓒ Gasoline and coal were polluting the air.
 - Ⓓ Glass, plastic, and paper were not being recycled.
2. Which statement is true of wetlands?
 - Ⓐ They have many trees.
 - Ⓑ They help prevent flooding.
 - Ⓒ They exist mostly in deserts.
 - Ⓓ They have monkeys and parrots.

Write your answer in the boxes.

3. Identify one beneficial change to a habitat and explain how this change helps animals in the habitat. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. There are three main types of forest.

Identify two types of forest and explain which plants or animals live in each habitat. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer B is correct.
3. Exemplar 2-point responses may include:

Identify: Creating a preserve

Explain: Creating a preserve helps to protect all the animals in that habitat.

Identify: Using less insect/weed killer

Explain: This means less chemicals wash into the soil and water so the animals stay healthy.

4. Exemplar 4-point responses may include:

Identify: Deciduous forest

Explain: Deciduous forests may contain oaks, maples, and sycamore trees. Foxes, bears, hawks, snakes, and squirrels may live in deciduous forests.

Identify: Evergreen forest

Explain: Evergreen forests may contain pine, hemlock, and spruce trees. Moose, beavers, owls, and rabbits may live in evergreen forests.

Identify: Rain forest

Explain: Rain forests contain tall trees and vines. Monkeys, parrots, and jaguars may live in rain forests.



SCIENCE • GRADE 3

Above Level

Benchmark	Grade-Level Indicator
Life Sciences: C	Diversity and Interdependence of Life: 6
Scientific Ways of Knowing: D	Science and Society: 3

Assessments

What Are Habitats?

Print pages 61–63 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. In which habitat are you most likely to find deer and squirrels?
Ⓐ deserts
Ⓑ wetlands
Ⓒ grasslands
Ⓓ deciduous forests
2. Purple loosestrife is a plant that came to the United States from a different habitat. Each plant can produce a million seeds.
Why do scientists want to stop this plant from spreading?
Ⓐ It is ugly.
Ⓑ It is creating pollution.
Ⓒ It is crowding out other plants.
Ⓓ It is crowding out other plants.

Write your answer in the boxes.

3. Habitats can be changed in ways that are harmful or beneficial.

Identify one natural thing that can change a habitat and explain how it is harmful. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Identify two ways that people have harmed habitats. Explain what people are doing now to protect these habitats.
(4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer C is correct.
3. Exemplar 2-point responses may include:

Identify: Lightning

Explain: Lightning can start a forest fire, destroying plants and animals.

Identify: Beaver dams

Explain: The dams can stop a river and create a pond, forcing other animals and plants to lose their homes.

4. Exemplar 4-point responses may include:

Identify: Pollution

Explain: People are using fuel made from corn or soy beans instead of using gasoline for their cars.

Identify: Cutting down forests

Explain: Companies are planting new trees.

Identify: Building roads

Explain: People are creating preserves to protect wildlife and plants.



SCIENCE • GRADE 3

Below Level

Benchmark	Grade-Level Indicator
Life Sciences: C	Diversity and Interdependence of Life: 4, 5
Scientific Ways of Knowing: B	Nature of Science: 1

Assessments

What Happens When Habitats Change?

Print pages 65–67 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Fossils tell us about living things from long ago.

What is a fossil?

- Ⓐ the remains of an animal or plant
- Ⓑ the skeleton of an animal or plant
- Ⓒ the habitat of an ancient animal or plant
- Ⓓ the shape of an animal or plant preserved as rock

2. Scientists have found mammoths frozen and buried in ice.

Which animal living today is like the ancient mammoth?

- Ⓐ panda
- Ⓑ elephant
- Ⓒ crocodile
- Ⓓ cockroach

3. Trace fossils are footprints that have hardened into rock.

What can trace fossils tell us?

- Ⓐ how the animal died
 - Ⓑ the age of the animal
 - Ⓒ what the animal ate for food
 - Ⓓ whether the animal had claws
4. Why are today's alligators nearly unchanged from alligators of the long ago?
- Ⓐ Laws protect them from hunters.
 - Ⓑ They hide in tall grass near the water.
 - Ⓒ They were always able to find the right habitat.
 - Ⓓ People make shoes and purses from their hides.

What Happens When Habitats Change?

Check Understanding

Write your answers in the boxes.

5. Identify two ways an animal can become extinct. Explain each using an example. (4 points)

Identify

Identify

Explain

Explain

What Happens When Habitats Change?

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. Answer D is correct.
4. Answer C is correct.
5. Exemplar 4-point responses will include:

Identify: Human activities

Explain: People shot passenger pigeons for food and feathers.

Identify: Natural change

Explain: A meteor hit Earth and caused the dinosaurs to die.



SCIENCE • GRADE 3

On Level

Benchmark	Grade-Level Indicator
Life Sciences: C	Diversity and Interdependence of Life: 4, 5
Scientific Ways of Knowing: B	Nature of Science: 1

Assessments

What Happens When Habitats Change?

Print pages 69–71 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Some living things are ancient, meaning they have been around for a long time.

Which animal is ancient?

- Ⓐ alligators
- Ⓑ dinosaurs
- Ⓒ butterflies
- Ⓓ passenger pigeons

2. Ferns grow best in cool, damp places. A student finds a fossil of a fern in her backyard. Her teacher shows the class several more fossils of ferns. All of the fossils were found in the same neighborhood.

What do these fossils tell us about this area?

- Ⓐ Ferns are now extinct.
- Ⓑ The habitat has not changed at all.
- Ⓒ There are probably dinosaur fossils, too.
- Ⓓ The weather long ago was cool and damp.

Write your answer in the boxes.

3. Fossils give scientists clues to the past.

Identify one type of fossil and explain what it can tell us.
(2 points)

Identify

Explain

What Happens When Habitats Change?

Check Understanding

Write your answers in the boxes.

4. Animals live in habitats where their needs are met. But what happens when a habitat changes?

Identify two habitat changes and explain how they could affect the animals living there. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer D is correct.
3. Exemplar 2-point responses may include:

Identify: Mold

Explain: A mold fossil can tell the shape and size of part of a living thing.

Identify: Cast

Explain: A cast fossil can tell the shape and size of part of a living thing.

Identify: Trace

Explain: A trace fossil can tell how many feet an animal had, and whether the animal had claws.

4. Exemplar 4-point responses may include:

Identify: Cutting down trees

Explain: Animals would have to move to a new habitat.

Identify: Floods

Explain: Animals would die.

Identify: Temperature change

Explain: Animals would adjust to the new temperature.



SCIENCE • GRADE 3

Above Level

Benchmark	Grade-Level Indicator
Life Sciences: C	Diversity and Interdependence of Life: 4, 5
Scientific Ways of Knowing: B	Nature of Science: 1

Assessments

What Happens When Habitats Change?

Print pages 73–75 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Scientists compared fossils of cockroaches to today's cockroaches. They found that cockroaches living today look like cockroaches that lived with the dinosaurs.
How do scientists know that cockroaches lived at the same time as dinosaurs?
 - Ⓐ Cockroaches and dinosaurs are both ancient.
 - Ⓑ They found proof that dinosaurs used to eat cockroaches.
 - Ⓒ Cockroaches and dinosaurs had to adapt to their changing habitat.
 - Ⓓ They found cockroach fossils and dinosaur fossils in the same layer of rock.
2. They found cockroach fossils and dinosaur fossils in the same layer of rock.
 - Ⓐ cast
 - Ⓑ mold
 - Ⓒ trace
 - Ⓓ amber

Write your answer in the boxes.

3. Animals become extinct when they no longer live on Earth.

Identify one animal that is now extinct and explain what caused the extinction. (2 points)

Identify

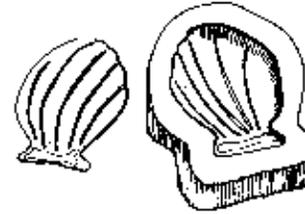
Explain

Check Understanding

Write your answers in the boxes.

4. The picture to the right shows two fossils.

Identify the two types of fossils that fit together.
Explain how each fossil is formed. (4 points)



Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. Exemplar 2-point responses may include:
 - Identify:** Dinosaurs
 - Explain:** A big meteor hit Earth. The plants stopped growing so the dinosaurs had no food.
 - Identify:** Passenger pigeons
 - Explain:** People shot them and cut down forests in their habitat.
4. Exemplar 4-point responses will include:
 - Identify:** Mold
 - Explain:** Mud covers the remains of a plant or animal. Over millions of years, the mud turns to rock. Water flows between the cracks and dissolves the remains.
 - Identify:** Cast
 - Explain:** Minerals fill the mold and harden into rock in the shape of the plant or animal remains.



SCIENCE • GRADE 3

Below Level

Benchmark	Grade-Level Indicator
Physical Sciences: C	Forces and Motion: 1, 3, 4
Scientific Inquiry: B	Doing Scientific Inquiry: 5

Assessments

How Things Move

Print pages 77–79 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

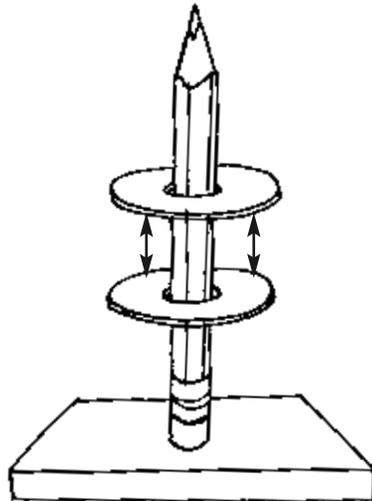
1. A plastic cup rests, motionless, on the table.

Which force is acting on the cup?

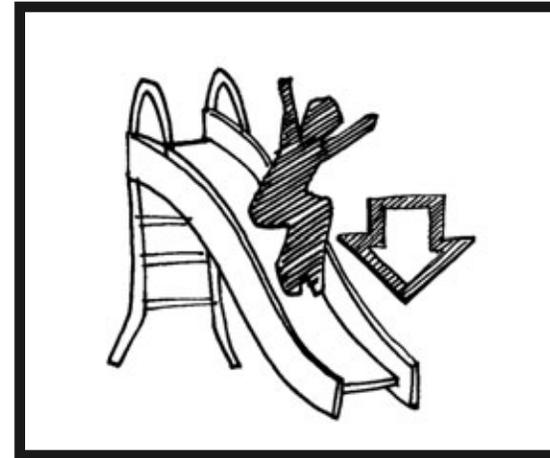
- Ⓐ gravity
 - Ⓑ friction
 - Ⓒ magnetism
 - Ⓓ none
2. The following picture shows how magnetism works. The bottom magnet is fixed to the pencil. The top magnet is not.

Which statement is true?

- Ⓐ The magnets are attracted to each other.
- Ⓑ Gravity is pushing the top magnet away.
- Ⓒ The pencil is made of magnetic material.
- Ⓓ The magnetic force is stronger than gravity.



3. The following picture shows a child and a slide.



What is the position of the child relative to the slide?

- Ⓐ The child is on the slide.
- Ⓑ The child is under the slide.
- Ⓒ The child is next to the slide.
- Ⓓ The child is in front of the slide.

Check Understanding

Write your answers in the boxes.

4. Resistance occurs when something pushes against an object. This slows the object down or stops it from moving.

Identify two types of resistance and give an example of each. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct. D is a common misconception
2. Answer D is correct.
3. Answer A is correct.
4. Exemplar 4-point responses will include:

Identify: Water resistance

Explain: Water pushes against a water skier.

Identify: Air resistance

Explain: Air pushes against a parachute.



SCIENCE • GRADE 3

On Level

Benchmark	Grade-Level Indicator
Physical Sciences: C	Forces and Motion: 1, 3, 4
Scientific Inquiry: B	Doing Scientific Inquiry: 5

Assessments

How Things Move

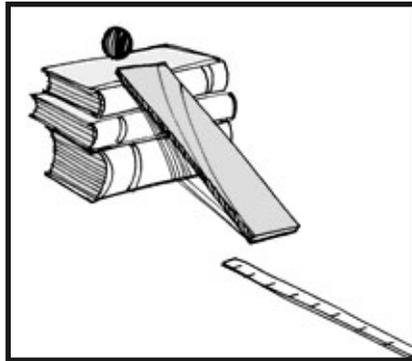
Print pages 81–83 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which statement is a law of motion?
 - Ⓐ Objects never stop moving.
 - Ⓑ The harder an object is pushed, the slower it will go.
 - Ⓒ The more massive an object is, the easier it is to move.
 - Ⓓ Objects only move when something pushes or pulls them.
2. Students want to measure how far a marble rolls on different surfaces. The following pictures shows the set-up for the experiment.

Why will the marble roll further on glass than on dirt?



- Ⓐ Glass has less mass than dirt.
- Ⓑ Glass has less friction than dirt.
- Ⓒ Glass has more resistance than dirt.
- Ⓓ Glass has more resistance than dirt.

Write your answer in the boxes.

3. Gravity is a type of force.

Identify one example of gravity that you can see and explain what gravity is. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Objects only move when something pushes or pulls them.

Identify two animals that use pushes and pulls to start movement. Explain how each animal does this. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. Exemplar 2-point responses will include:

Identify: Leaves falling from a tree

Explain: Gravity is a pull that matter has on other matter.

4. Exemplar 4-point responses will include:

Identify: Shark

Explain: Sharks swing their fins side to side and up and down to push against the water.

Identify: Horse

Explain: Horses push hard against the ground with their feet and legs.

Identify: Condor

Explain: Condors use their wings to push down on the air.



SCIENCE • GRADE 3

Above Level

Benchmark	Grade-Level Indicator
Physical Sciences: C	Forces and Motion: 1, 3, 4
Scientific Inquiry: B	Doing Scientific Inquiry: 5

Assessments

How Things Move

Print pages 85–87 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Two balls are rolling toward each other at the same speed. The green ball is more massive than the pink ball.

What will happen when the balls collide?

- Ⓐ Both balls will change directions.
 - Ⓑ Neither ball will change direction.
 - Ⓒ The pink ball will change the direction of the green ball.
 - Ⓓ The green ball will change the direction of the pink ball.
2. In the winter, the sidewalk to school becomes slippery. Sprinkling salt on the sidewalk helps to melt some of the ice. This makes walking to school easier.
- Which statement explains why walking is easier without the ice?
- Ⓐ Friction is reduced.
 - Ⓑ Gravity is reduced.
 - Ⓒ Friction is increased.
 - Ⓓ Gravity is increased.

Write your answer in the boxes.

3. Contact forces and noncontact forces affect motion.

Identify one contact force and explain how it works.
(2 points)

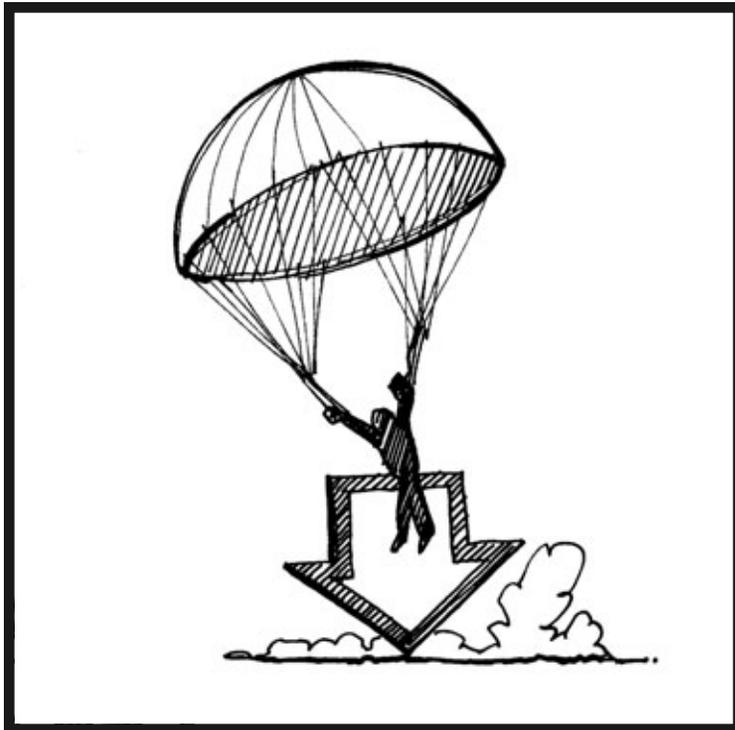
Identify

Explain

Check Understanding

Write your answers in the boxes.

4. Identify the two forces acting on a jumper's parachute.
Explain why both forces are important. (4 points)



Identify

Explain

Identify

Explain

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer C is correct.
3. Exemplar 2-point responses may include:
 - Identify:** Collision
 - Explain:** Collision occurs when one object bumps into another.
 - Identify:** Friction
 - Explain:** Friction occurs when one object rubs against another.
4. Exemplar 4-point responses will include:
 - Identify:** Gravity
 - Explain:** Gravity pulls the jumper down, bringing him back to the ground.
 - Identify:** Resistance
 - Explain:** The air pushes against the parachute, causing friction, so that the jumper does not fall too quickly.