



SCIENCE • GRADE 3

# Science Assessments

**FOCUS**curriculum

Curriculum materials for **your** content standards

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# Introduction

Published by FOCUScurriculum

33 Milford Drive, Suite 1

Hudson, OH 44236

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## Check Understanding Assessments

The following assessments are designed to assist you in evaluating your students' knowledge of Indiana's Academic Standards in Science. Check Understanding assesses the content of each *Focus on Indiana Standards* book. You will find multiple choice and open response 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 Indiana's Academic Standards in Science. Students will obtain valuable practice in answering multiple choice questions and open response items they will encounter on the ISTEP+ in Science.

The following pages are examples of assessments found in *Focus on Indiana Standards*.



ACADEMIC STANDARDS FOR SCIENCE

On Level

STANDARD 3: Life Science

Grade 3  
Core Standard

3.3.2

# Assessments

## *Comparing Life Cycles of Plants*

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



# Check Understanding

**Write your answers in the boxes.**

4. Identify two plants that produce seeds and explain how these seeds may be spread.

**Identify**

**Identify**

**Explain**

**Explain**

# Assessment Scoring Guidelines

1. Answer D is correct.

2. Answer A is correct.

3. Responses will include:

**Identify:** moisture

**Explain:** Moisture causes the seed covering to swell and crack open.

4. Responses may include:

**Identify:** Mapple trees

**Explain:** The wind can blow the seeds far away.

**Identify:** Coconut trees

**Explain:** Coconuts can float across the ocean.

**Identify:** Oak trees

**Explain:** Squirrels and other animals can bury the acorns.



ACADEMIC STANDARDS FOR SCIENCE

On Level

STANDARD 2: Earth Science

Grade 3  
Core Standard

3.2.5  
3.2.6

# Assessments

*Earth's Resources*

Print pages 19–22 of this PDF for the assessments.

# Check Understanding

**Shade the circle next to the correct answer or write your answer on the lines provided.**

1. A natural resource is something found in nature that people use. Name **THREE** natural resources.

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Explain how people use each natural resource you listed above.

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2. **Soil contains both living and nonliving materials. Which material was once living?**

- (A) leaves
- (B) rocks
- (C) minerals
- (D) water

3. **Fossil fuels were formed over a long period of time from decaying plant and animal material. Which natural resource is NOT a fossil fuel?**

- (A) coal
- (B) oil
- (C) corn
- (D) natural gas



# Check Understanding

4. Pioneers used the forest to help them survive. Name TWO ways pioneers used this resource.

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5. Cotton is a living natural resource people use today. Name THREE uses of cotton.

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6. Which natural resource is NOT used as fertilizer to provide nutrients for plants.

- Ⓐ animal waste
- Ⓑ ground up bones
- Ⓒ decaying leaves
- Ⓓ wood pulp

7. Below is a diagram Li is completing showing the steps involved in making paper.

### How Paper Is Made

Step 1	
Step 2	Water and other chemicals are mixed to form pulp.
Step 3	
Step 4	The paper is then cut into different sizes for people to use.

What should Li write for Step 1?

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What should Li write for Step 3?

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# Assessment Scoring Guidelines

1. Answer will vary but should correctly identify a natural resource and its use.
2. Answer A is correct.
3. Answer C is correct.
4. Pioneers used plants, animals, water, and soil to survive.
5. Answers will vary but will include such things as clothing, sheets and blankets, stuffed animals, sails, etc.
6. Answer D is correct.
7. Trees are chopped into small pieces.  
A machine smooths and dries the wood pulp.



ACADEMIC STANDARDS FOR SCIENCE

STANDARD 1: Physical Science

Grade 3  
Core Standard

3.1.4  
3.1.5  
3.1.6

# Assessments

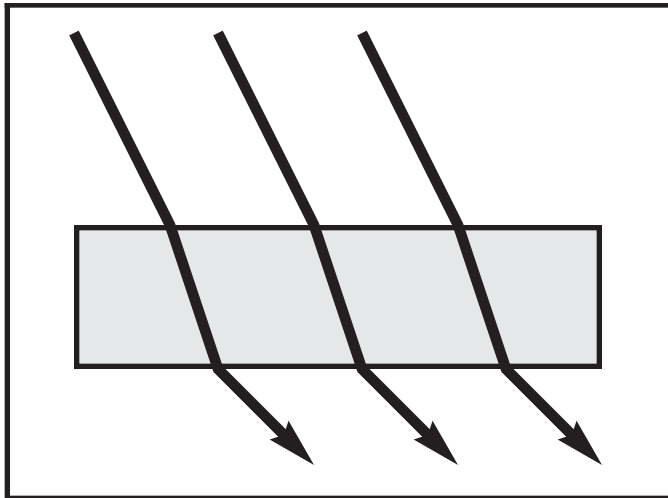
*Light Is Energy*

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

# Check Understanding

Shade the circle next to the correct answer.

1. The illustration below shows light hitting an object.



What is happening to the light as it hits the object?

- Ⓐ The light is being refracted.
- Ⓑ The light is being absorbed.
- Ⓒ The light is being reflected.
- Ⓓ The light is being transparent.

Write your answer on the lines provided.

2. Identify ONE example of a translucent material.

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Explain what effect the material has on light that hits it.

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# Assessment Scoring Guidelines

1. Answer A is correct.
2. A correct response will identify a translucent material such as frosted glass and explain that frosted glass allows light rays to pass through it but it mixes up the rays causing images to look blurry.
3. Transparent materials might include a clear material such as glass or plastic.

Transparent materials allow light to pass directly through them.

4. Opaque materials might include such things as wood, metal, or concrete.

Opaque materials do not allow light to pass through them.