## 1<sup>st</sup> Grade Standards-Based Report Card Rubric – First Grade



Indicator	Standard	1 – Beginner Learner	2 – Developing	3 – Proficient Learner	4 – Distinguished	Evidence	Assessed
			Learner		Learner		
Uses science and	S1P1	Even with teacher	With teacher support,	-Use observations to	Student independently	Options include	Q2
engineering		support, does not	does	construct an	-Use observations to	but not limited	
practices and		-Use observations to	Use observations to	explanation of how	construct an explanation	to:	
reasoning skills to		construct an	construct an	light is required to	of how light is required	Labs,	
explore and		explanation of how	explanation of how	make objects visible.	to make objects visible.	Performance	
understand light		light is required to	light is required to	- Ask questions to	- Ask questions to	Task, Classroom	
and sound		make objects visible.	make objects visible.	identify and compare	identify and compare	Discussion,	
		- Ask questions to	- Ask questions to	sources of light.	sources of light.	Formative	
		identify and compare	identify and compare	- Plan and carry out an	- Plan and carry out an	Assessments,	
		sources of light.	sources of light.	investigation of	investigation of shadows	Assessment	
		- Plan and carry out	- Plan and carry out	shadows by placing	by placing objects at	Probes, Teacher	
		an investigation of	an investigation of	objects at various	various points from a	Observations,	
		shadows by placing	shadows by placing	points from a source of	source of light.	Presentations	
		objects at various	objects at various	light.	- Construct an		
		points from a source	points from a source	- Construct an	explanation supported		
		of light.	of light.	explanation supported	by evidence that		
		- Construct an	- Construct an	by evidence that	vibrating materials can		
		explanation	explanation	vibrating materials can	make sound and that		
		supported by	supported by	make sound and that	sound can make		
		evidence that	evidence that	sound can make	materials vibrate.		
		vibrating materials	vibrating materials	materials vibrate.	- Design a signal that can		
		can make sound and	can make sound and	- Design a signal that	serve as an emergency		
		that sound can make	that sound can make	can serve as an	alert using light and/or		
		materials vibrate.	materials vibrate.	emergency alert using	sound to communicate		
		- Design a signal that	- Design a signal that	light and/or sound to	over a distance.		
		can serve as an	can serve as an	communicate over a			
		emergency alert using	emergency alert using	distance.			
		light and/or sound to	light and/or sound to				
		communicate over a	communicate over a				
		distance.	distance.				
Uses science and	S1P2	Even with teacher	With teacher support,	-Construct an	Student independently	Options include	Q3
engineering		support, does not	does	explanation of how	Construct an	but not limited	
practices and		-Construct an	-Construct an	magnets are used in	explanation of how	to:	
reasoning skills to		explanation of how	explanation of how	everyday life.	magnets are used in	Labs,	
explore and		magnets are used in	magnets are used in	- Plan and carry out an	everyday life.	Performance	
understand magnets		everyday life.	everyday life.	investigation to	- Plan and carry out an	Task, Classroom	
		- Plan and carry out	- Plan and carry out	demonstrate how	investigation to	Discussion,	
		an investigation to	an investigation to	magnets attract and	demonstrate how	Formative	
		demonstrate how	demonstrate how	repel each other and	magnets attract and	Assessments,	
		magnets attract and	magnets attract and	the effect of magnets	repel each other and the	Assessment	
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		repel each other and the effect of magnets on common objects.	repel each other and the effect of magnets on common objects.	on common objects.	effect of magnets on common objects.	Probes, Teacher Observations, Presentations	
Uses science and engineering practices and reasoning skills to explore and understand weather	S1E1	Even with teacher support, does not -Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type. b. Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically. d. Analyze data to identify seasonal patterns of change.	With teacher support, does -Ask questions to describe the physical attributes (size and brightness) of starsPlan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the dayDesign and build a structure that demonstrates how shadows change throughout the dayRepresent data in tables and/or graphs of the length of the day and night to recognize the change in seasonsUse data from personal observations to describe, illustrate, and predict how	-Ask questions to describe the physical attributes (size and brightness) of starsPlan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the dayDesign and build a structure that demonstrates how shadows change throughout the dayRepresent data in tables and/or graphs of the length of the day and night to recognize the change in seasonsUse data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	Student independently -Ask questions to describe the physical attributes (size and brightness) of starsPlan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the dayDesign and build a structure that demonstrates how shadows change throughout the dayRepresent data in tables and/or graphs of the length of the day and night to recognize the change in seasonsUse data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q3

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Uses science and	S1L1	Even with teacher	the appearance of the moon changes over time in a pattern.  With teacher support,	-Ask questions to	Student independently	Options include	Q3
engineering practices and reasoning skills to explore and understand basic needs of plants and animals		support, does not -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of organisms other than humans	does -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of organisms other than humans	determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of organisms other than humans	-Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of organisms other than humans	but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	