1st Grade Standards-Based Report Card Rubric – First Grade

Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Uses science and engineering practices and reasoning skills to explore and understand light and sound	**S1P1**	Even with teacher support, does not -Use observations to construct an explanation of how light is required to make objects visible. - Ask questions to identify and compare sources of light. - Plan and carry out an investigation of shadows by placing objects at various points from a source of light. - Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate. - Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.	With teacher support, does --Use observations to construct an explanation of how light is required to make objects visible. - Ask questions to identify and compare sources of light. - Plan and carry out an investigation of shadows by placing objects at various points from a source of light. - Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate. - Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.	-Use observations to construct an explanation of how light is required to make objects visible. - Ask questions to identify and compare sources of light. - Plan and carry out an investigation of shadows by placing objects at various points from a source of light. - Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate. - Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.	Student independently -Use observations to construct an explanation of how light is required to make objects visible. - Ask questions to identify and compare sources of light. - Plan and carry out an investigation of shadows by placing objects at various points from a source of light. - Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate. - Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q2
Uses science and engineering practices and reasoning skills to	**S1P2**	Even with teacher support, does not -Construct an explanation of how	With teacher support, does -Construct an explanation of how	-Construct an explanation of how magnets are used in everyday life.	Student independently --Construct an explanation of how magnets are used in everyday life.	Options include but not limited to: Labs, Performance	Q3

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explore and understand magnets		magnets are used in everyday life. - Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	magnets are used in everyday life. - Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	- Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	- Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	Task, Classroom Discussion, Formative Assessments, Assessment 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	With teacher support, does -Ask questions to describe the physical attributes (size and brightness) of stars. -Plan 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 day. -Design and build a structure that demonstrates how shadows change throughout the day. -Represent data in tables and/or graphs of the length of the day and night to	-Ask questions to describe the physical attributes (size and brightness) of stars. -Plan 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 day. -Design and build a structure that demonstrates how shadows change throughout the day. -Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. -Use data from personal observations to describe, illustrate, and predict how the	Student independently -Ask questions to describe the physical attributes (size and brightness) of stars. -Plan 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 day. -Design and build a structure that demonstrates how shadows change throughout the day. -Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. -Use data from personal observations to describe, illustrate, and predict how the	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q3

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		graphically. d. Analyze data to identify seasonal patterns of change.	recognize the change in seasons. -Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	appearance of the moon changes over time in a pattern.	appearance of the moon changes over time in a pattern		
Uses science and engineering practices and reasoning skills to explore and understand basic needs of plants and animals	**S1L1**	Even with teacher support, does not -Ask questions to determine the sequence of the life cycle of common animals in your area. -Plan 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 time. -Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. -Develop models to illustrate the unique and diverse life cycles of	With teacher support, does -Ask questions to determine the sequence of the life cycle of common animals in your area. -Plan 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 time. -Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. -Develop models to illustrate the unique and diverse life cycles of	-Ask questions to determine the sequence of the life cycle of common animals in your area. -Plan 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 time. -Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. -Develop models to illustrate the unique and diverse life cycles of organisms other than humans	Student independently -Ask questions to determine the sequence of the life cycle of common animals in your area. -Plan 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 time. -Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. -Develop models to illustrate the unique and diverse life cycles of organisms other than humans	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q3

		organisms other than humans	organisms other than humans				

First Grade

Science					
Indicator	Related Standard(s)	Q1	Q2	Q3	Q4
Uses science and engineering practices and reasoning skills to explore and understand science concepts	S1P1, S1P2, S1E1, S1L1				
Light and Sound	S1P1				
Magnets	S1P2				
Weather	S1E1				
Basic needs of plants and animals	S1L1				