

**First Grade Science Report Card Rubric- Fourth Nine Weeks**

First Grade Science Report Card Rubric –

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards First Grade State Standards	3 = Meets First Grade State Standards	4 = Understanding Goes Beyond First Grade State Standards
Matter and How Energy Changes Matter				
I can classify solid objects by properties and attributes and explain that the whole object is a system made up of parts. 1.6A	The student does not accurately sort the sample objects by any of the following properties: shape, color, texture, relative size, or relative mass.	The student accurately sorts the sample objects by the shape, color, texture, relative size, and relative mass.	The student sorts items into groups and explains the criteria that were used to sort the items (shape, color, texture, relative size, and relative mass).	The student sorts items into groups and explains two or more criteria that were used to sort the items.  Example: Group 1 contains objects that are red and round.
I can explain and predict changes in materials caused by heating and cooling. 1.6B	The student does not communicate observations about how materials can be changed by heating or cooling.	The student records observations about how materials can be changed by heating and cooling.  and  The student identifies a pattern of melting and freezing related to temperature.	The student predicts and describes changes in materials caused by heating and cooling.  and  The student uses evidence to confirm or disprove their prediction.	The student compares the process of melting and freezing using the terms cooling, heating, solid, liquid, warmer temperature, and cooler temperature.

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Force, Motion, and Forms of Energy				
<p>I can explain and investigate how pushes and pulls can start, stop, or change the speed or direction of an object's motion. 1.7A &amp; B</p>	<p>The student does not identify how an object pushes or pulls, starts, stops or the change in the speed or direction of an object's motion.</p>	<p>The student identifies how an object pushes or pulls, starts, stops or the change in the speed or direction of an object's motion.</p>	<p>The student explains and predicts how an object pushes or pulls, starts, stops or the change in the speed or direction of an object's motion.</p>	<p>The student independently conducts and carries out an investigation on how an object pushes or pulls, starts, stops or the change in the speed or direction of an object's motion. What causes objects to push, pull, start, stop or have a change in directions?</p>
<p>I can investigate applications of heat in everyday life and describe how some changes caused by heat may be reversed while others cannot be reversed. 1.8A &amp; B</p>	<p>The student does not identify an application of heat in everyday life.</p>	<p>The student identifies an application of heat and describes how some changes may be caused by heat in everyday life.</p>	<p>The student identifies and explains the application of heat and how some changes may be caused by heat may be reversed while others cannot be reversed.</p>	<p>The student investigates and explains the application of heat and how some changes may be caused by heat may be reversed while others cannot be reversed.</p> <p>Example: There was a person who was washing their clothes. How would heat help dry the clothes? How does heat change the clothes from being wet? Is this change reversible?</p>

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<b>Earth and Space</b>				
I can investigate and document the properties of different types of soils. 1.10A & B	The student does not describe components of soil.	The student describes or lists components of soil.	The student can compare, describe, and sort soil by its size, texture, and color.	The student provides evidence that relates the properties of a soil sample (capacity to retain water and support plant growth) to the components of the soil.
I can identify how plants, animals, and humans use earth's materials and explain why water conservation is important. 1.11A,B,C	The student does not identify how plants, animals, and humans use earth's material and does not explain why water conservation is important.	The student identifies how plants, animals, and humans use earth's material and explains why water conservation is important.	The student identifies and describes how plants, animals, and humans use earth's material and explains why water conservation is important.	The student explains and describes how plants, animals, and humans use earth's material and explains why water conservation is important. The student identifies ways to conserve water.

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<b>Earth and Space</b>				
I can investigate how water can move rock and soil particles from one place to another. 1.10B	The student does not investigate how water can move rock or soil particles from one place to another.	The student can investigate how water can move rock or soil particles from one place to another.	The student can investigate and describe how water can move rock and soil particles from one place to another.	The student can investigate and describe how water can move rock and soil particles from one place to another and explain the importance for plants, animals, and humans.

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Earth and Space				
I can describe and record weather information and explain the impact of weather on daily choices. 1.10D	The student does not describe and record the use of symbols, numbers and words to record daily weather data.	The student can describe and record the use of symbols, numbers and words to record daily weather data.	The student can describe and record weather information and explain the impact of weather on daily choices.	The student independently finds relationships between daily weather conditions and seasonal weather patterns and uses data to justify his/her claim.
I can describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature. 1.9A	The student does not predict the patterns of seasons of the year such as order occurrence and changes in nature.	The student can predict the patterns of seasons of the year such as order occurrence and changes in nature.	The student can describe and predict the patterns of the seasons of the year such as order occurrence and changes in nature.	The student can independently describe and predict the patterns of the seasons of the year such as order occurrence and changes in nature. The student independently makes the generalization that summertime is generally warmer because of the time of year and uses investigational data to justify their claim.

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<b>Organisms and Environments</b>				
<p>I can classify living and nonliving things based on whether they have basic needs and produce young. 1.12A</p>	<p>The student does not accurately sort or determine if objects are living or nonliving based upon having basic needs and/or producing offspring.</p>	<p>The student accurately determines if objects are living or nonliving based upon having basic needs and/or producing offspring and justifies their claim.</p>	<p>The student accurately sorts living and nonliving things based upon having basic needs and/or producing offspring. The student is able to justify their classifications.</p>	<p>The student independently determines that some objects are neither living nor nonliving based upon having basic needs and/or producing offspring.</p> <p>and</p> <p>The student develops criteria that categorize organisms into a living, nonliving, or once living group.</p>
<p>I can describe examples of dependence and interactions between living and nonliving components in terrariums or aquariums. 1.12B</p>	<p>The student does not identify examples of dependence and interactions between living and nonliving components in terrariums or aquariums.</p>	<p>The student identifies and describes examples of dependence and interactions between living or nonliving components in terrariums or aquariums.</p>	<p>The student describes and records examples of dependence and interactions between living and nonliving components in terrariums or aquariums.</p>	<p>The student describes, records, and illustrated examples of dependence and interactions between living and nonliving components in terrariums or aquariums.</p>

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<p>I can identify how living organisms depend on each other through food chains. 1.12C</p>	<p>The student does not communicate examples of interactions between two or more organisms that depend on each other using food chains.</p>	<p>The student documents examples of interactions between two or more organisms that depend on each other using food chains.</p>	<p>The student documents interactions between two or more organisms and explains evidence that the organisms are interdependent on each other using simple food chains.</p>	<p>The student identifies and documents how living organisms depend on each other through food chains and factors in the environment that affect the growth and behavior of organisms.</p>
<p>I can identify the external structures and compare how those structures help different animals live. 1.13A</p>	<p>The student does not give examples of how an animal's external characteristics that are related to where it lives, how it moves, and what it eats.</p>	<p>The student gives examples of an animal's external characteristics that are related to where it lives, how it moves, and what it eats.</p>	<p>The student compares how the physical characteristics and behaviors of organisms help them to meet their basic needs.</p>	<p>The student uses evidence to prove that an animal's external characteristics are related to where it lives, how it moves, and what it eats.</p>
<p>I can record basic life cycles of animals and compare ways that young animals resemble their parents. 1.13B &amp; C</p>	<p>The student does not communicate observations of a simple animal life cycle. The student does not match young animals to the parent animals and justify his/her selections.</p>	<p>The student communicates observations of a simple animal life cycle. The student matches young animals to the parent animals and justify his/her selections.</p>	<p>The student compares and documents the simple animal life cycles. The student compares how young and adult animals each other while justifying their selection.</p>	<p>The student documents the careful study of simple animal life cycles to identify common stages in simple animal life cycles. The student independently creates a list of the ways a young animal might and might not resemble the parent animals.</p>