

### First Grade Report Card Companion Rubric

Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet
<b>SCIENCE</b>				
<b>Science Practices</b>	<ul style="list-style-type: none"> <li>-Evaluate phenomenon through the appropriate concept in order to make reasonable and defensible predictions.</li> <li>-Apply concepts to create justifiable explanations or analogies to situations not directly taught in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze phenomenon through the appropriate concept in order to make reasonable and defensible predictions or to draw inferences that show an understanding of the connections the concept has to the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>-Summarize or demonstrate an understanding of the concept.</li> <li>-Explain the concept showing an understanding of some of the connections to the subject matter currently being taught.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not summarize or demonstrate an understanding of science concepts.</li> <li>-Does not explain concepts.</li> </ul>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>- Creates and separates mixtures.</li> <li>- Compares the similarities and differences of mixtures.</li> <li>- Lists physical properties and measures the dimensions of objects.</li> <li>- Compares the similarities and differences of objects.</li> <li>-Describes the three states of matter.</li> <li>-Describes the physical changes of matter and records the process of changing states of matter</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies objects according to color, size, texture, shape, and weight.</li> <li>-Sorts objects according to color, size, texture, shape, and weight.</li> <li>-Selects and uses appropriate tools for measurement of matter.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can sort an object by its color, shape, and size.</li> <li>- Identifies light vs. dark in a variety of contexts.</li> <li>- Shows different ways objects can move.</li> <li>- Identifies magnets repel and attract objects.</li> <li>- Describes/shows characteristics of light.</li> <li>- Describes/shows characteristics of magnetism.</li> <li>- Describes/shows characteristics of motion.</li> <li>- Identifies solids, liquids, and gases in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>-does not sort objects</li> <li>-does not identify light vs. dark</li> <li>-does not show different ways objects can move</li> <li>-does not identify how magnets attract and repel</li> <li>-does not describe or show characteristics of light, magnetism, and/or motion</li> <li>-does not identify solids, liquids, and gases</li> </ul>
<b>Life Science</b>	<ul style="list-style-type: none"> <li>- Describes the life cycles</li> </ul>	<ul style="list-style-type: none"> <li>-Lists the five needs of</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>-does not understand</li> </ul>

	<p>of plants and animals</p> <ul style="list-style-type: none"> <li>-Groups plants and animals according to their characteristics</li> </ul>	<p>every living thing.</p>	<p>understanding of characteristics that make a living thing.</p> <ul style="list-style-type: none"> <li>- Demonstrates an understanding of characteristics that make a non-living thing.</li> <li>- Identifies and classifies living and non-living things using similarities and differences.</li> </ul>	<p>characteristics of living things and/or non-living things</p> <ul style="list-style-type: none"> <li>-does not identify and/or classify living and non-living things</li> </ul>
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Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet
<b>SOCIAL STUDIES</b>				
<b>U.S. History: America in the World</b>	<ul style="list-style-type: none"> <li>-Student is able to describe 3 or more factors that influence why people settle in certain areas.</li> <li>-Student is able to describe and identify the features and purposes different types of maps.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is able to accurately explain the role of historic symbols and people of America with no prompting or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is able to accurately identify information on a map with no prompting or assistance.</li> <li>-Student is able to identify national symbols with no prompting or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not accurately identify information on a map.</li> <li>-Does not identify national symbols.</li> </ul>
<b>Active Citizenship in the 21<sup>st</sup> Century</b>	<ul style="list-style-type: none"> <li>-Student is able to compare and contrast how access to and the use of resources affect people across the world.</li> <li>-Student is able to accurately identify and explain the differences between individuals and groups.</li> <li>-Student is able to explain that humans all live together in society and can explain his/her role in society.</li> <li>-Student is able to accurately explain the differences between the unique values, beliefs, and practices of different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is able to identify the roles and job descriptions of at least 3 to 4 community workers with no prompting or assistance.</li> <li>-Student is able to identify the town, state, and country in which he/she lives, with no prompting or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is able to compare and contrast different cultures, holidays, and traditions with no prompting or assistance.</li> <li>-Student is able to explain the purpose of rules and describe when rules are needed with no prompting or assistance.</li> <li>-Student is able to accurately identify and describe the role of community workers with no prompting or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not compare and contrast different cultures, holidays and traditions</li> <li>-Does not explain the purpose of rules and when rules are needed.</li> <li>-Does not identify the role of community workers.</li> </ul>