

First Grade Report Card Teacher Rubric 2011-2012

SCIENCE					
Physical Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Investigates properties of sound (S1P1c, d, e)	Minimal ability to: C. Investigate how vibrations produce sound D. Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft E. Identify emergency sounds and sounds that help us stay safe.	Inconsistently: C. Investigates how vibrations produce sound D. Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft E. Identify emergency sounds and sounds that help us stay safe.	Consistently and independently: C. Investigates how vibrations produce sound D. Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft E. Identify emergency sounds and sounds that help us stay safe.	Demonstrates or self initiates further learning in concept	Music teacher can be used to assist in gathering data points
Investigates properties of light (S1P1a, b)	Minimal ability to: A. Recognize sources of light B. Explains how shadows are made	Inconsistently: A. Recognizes sources of light B. Explains how shadows are made	Consistently and independently: A. Recognizes sources of light B. Explains how shadows are made	Demonstrates or self initiates further learning in concept	

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Physical Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Demonstrates and investigates properties of magnets (S1P2)	Minimal ability to : A. Demonstrate how magnets attract and repel B. Identify common objects that are attracted to a magnet C. Identify objects and materials (air, water, wood, paper, your hand, etc) that do not block magnetic force	Inconsistently: A. Demonstrates how magnets attract and repel B. Identify common objects that are attracted to a magnet C. Identify objects and materials (air, water, wood, paper, your hand, etc) that do not block magnetic force	Consistently and independently: A. Demonstrates how magnets attract and repel B. Identify common objects that are attracted to a magnet C. Identify objects and materials (air, water, wood, paper, your hand, etc) that do not block magnetic force	Demonstrates or self initiates further learning in concept	
Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Uses weather data to identify patterns in weather and climate. (S1E1)	Minimal ability to: A. Identify different types of weather and the characteristics of each type. B. Investigate weather 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 or on a calendar seasonally) C. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes	Inconsistently: A. Identifies different types of weather and the characteristics of each type. B. Investigate weather 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 or on a calendar seasonally) C. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes	Consistently and independently: A. Identifies different types of weather and the characteristics of each type. B. Investigate weather 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 or on a calendar seasonally) C. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes	Demonstrates or self initiates further learning in concept.	Science journal

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Earth Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
<p>Observes and records changes in water as it relates to weather. (S1E2)</p>	<p>Minimal ability to: A. Recognize changes in water when it freezes (ice) and when it melts (water) B. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water) before freezing, after freezing and after melting stays the same. D. Determine that water in an open container disappears into the air over time, but water in a closed container does not.</p>	<p>Inconsistently : A. Recognizes changes in water when it freezes (ice) and when it melts (water) B. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water) before freezing, after freezing and after melting stays the same. D. Determine that water in an open container disappears into the air over time, but water in a closed container does not.</p>	<p>Consistently and independently: A. Recognizes changes in water when it freezes (ice) and when it melts (water) B. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water) before freezing, after freezing and after melting stays the same. D. Determine that water in an open container disappears into the air over time, but water in a closed container does not.</p>	<p>Demonstrates or self initiates further learning in concept</p>	

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Life Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Identifies the basic needs of plants. (S1L1 a)	Minimal ability to: A. Identify the basic needs of plants, (air, water, light, nutrients)	Inconsistently: A. Identifies the basic needs of plants. (air, water, light, nutrients)	Consistently and independently: A. Identifies the basic needs of plants (air, water, light, nutrients)	Demonstrates or self initiates further learning in concept	
Identifies the basic needs of animals. (S1L1 b)	Minimal ability to: B Identify the basic needs of animals (air, water, food, shelter)	Inconsistently: B Identifies the basic needs of animals. (air, water, food, shelter)	Consistently and independently: B. Identifies the basic needs of animals. (air, water, food, shelter)	Demonstrates or self initiates further learning in concept	
Life Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Identifies the parts of a plant. (S1L1 c)	Minimal ability to: C. Identify the parts of a plant (root, stem, leaf, and flower)	Inconsistently: C. Identifies the parts of a plant. (root, stem, leaf, and flower)	Consistently and independently: C. Identifies the parts of a plant. (root, stem, leaf, and flower)	Demonstrates or self initiates further learning in concept	

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Life Science	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
<p>Compares and describes characteristics of animals (S1L1 d)</p>	<p>Minimal ability to: D. Compare and describe characteristics of various animals. (appearance, motion, growth, basic needs)</p>	<p>Inconsistently :D. Compares and describes characteristics of various animals. (appearance, motion, growth, basic needs)</p>	<p>Consistently and independently: D. Compares and describes characteristics of various animals. (appearance, motion, growth, basic needs)</p>	<p>Demonstrates or self initiates further learning in concept</p>	