



Standards-Based Report Card Rubric: Grade 1 Science

Report Card Statement	Standards Assessed	Quarter	Assessment of Mastery			
			Met Standard (MS)	Approaching Standard (AS)	Limited Progress (LP)	Insufficient Progress (IP)
Matter and its Properties						
I can classify objects by observable properties.	1.6A classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter 1.6B explain and predict changes in materials caused by heating and cooling	1, 2, 3, 4	Consistently and independently classifies objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture	Inconsistently classifies objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture	Limited ability to classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color or texture	Unable to classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color or texture
I can demonstrate and explain that a whole object is a system made of parts.	1.6C demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together	1, 2, 3, 4	Consistently and independently demonstrates and explains that a whole object is a system made of parts.	Inconsistently demonstrates and explains that a whole object is a system made of parts.	Limited ability to demonstrate and explain that a whole object is a system made of parts.	Unable to demonstrate and explain that a whole object is a system made of parts.
Force, Motion and Energy						
I can plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion.	1.7A explain how pushes and pulls can start, stop, or change the speed or direction of an object’s motion 1.7B plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion	1, 2, 3, 4	Independently plans and conducts a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion.	With some support, plans and conducts a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion.	Limited ability to plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion	Unable to plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion.
I can investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer and describe how some changes may be reversed and others cannot.	1.8A investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer 1.8B describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.	2, 3, 4	Consistently and independently investigates and describes applications of heat in everyday life such as cooking food or using a clothes dryer and describes how some changes may be reversed and others cannot.	Inconsistently investigates and describes applications of heat in everyday life such as cooking food or using a clothes dryer and describes how some changes may be reversed and others cannot.	Limited ability to investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer and describe how some changes may be reversed and others cannot.	Unable to investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer and describe how some changes may be reversed and others cannot.

Earth and Space						
I can describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.	1.9 The student is expected to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.	2, 3, 4	Consistently and independently describes and predicts the patterns of the seasons such as order of occurrence and changes in nature.	Inconsistently describes and predicts the patterns of the seasons such as order of occurrence and changes in nature.	Limited ability to describe and predict the patterns of the seasons such as order of occurrence and changes in nature.	Unable to describe and predict the patterns of the seasons such as order of occurrence and changes in nature.
I can investigate and document the properties of different types of soil (topsoil, clay, sand) and describe how water can move rock and soil particles from one place to another (erosion).	1.10A investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand 1.10B investigate and describe how water can move rock and soil particles from one place to another	2, 3, 4	Consistently and independently investigates and documents the properties of different types of (topsoil, clay, sand) and describes how water can move rock and soil particles from one place to another (erosion).	Inconsistently investigates and documents the properties of different types of soil (topsoil, clay, sand) and describes how water can move rock and soil particles from one place to another (erosion).	Limited ability to investigate and document the properties of different types of soil (topsoil, clay, sand) and describe how water can move rock and soil particles from one place to another (erosion).	Unable to investigate and document the properties of different types of soil (topsoil, clay, sand) and describe how water can move rock and soil particles from one place to another (erosion).
I can compare the properties of various bodies of water, determine whether they are freshwater or saltwater, explain the importance of water conservation and describe ways to conserve.	1.10C compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater 1.11B explain why water conservation is important; and 1.11C describe ways to conserve water such as turning off the faucet when brushing teeth and protect natural sources of water such as keeping trash out of bodies of water	2, 3, 4	Consistently and independently compares the properties of various bodies of water, determines whether they are freshwater or saltwater, explains the importance of water conservation and describes ways to conserve.	Inconsistently compares the properties of various bodies of water, determines whether they are freshwater or saltwater, explains the importance of water conservation and describes ways to conserve.	Limited ability to compare the properties of various bodies of water, determine whether they are freshwater or saltwater, explain the importance of water conservation and describe ways to conserve.	Unable to compare the properties of various bodies of water, determine whether they are freshwater or saltwater, explain the importance of water conservation and describe ways to conserve.
I can describe and record observable characteristics of weather and explain the impact of weather on daily choices.	1.10D describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices	3, 4	Consistently and independently describes and records observable characteristics of weather and explains the impact of weather on daily choices.	Inconsistently describes and records observable characteristics of weather and explains the impact of weather on daily choices.	Limited ability to describe and record observable characteristics of weather and explain the impact of weather on daily choices.	Unable to describe and record observable characteristics of weather and explain the impact of weather on daily choices.
I can identify and describe how plants, animals, and humans use rocks, soil, and water.	1.11A identify and describe how plants, animals, and humans use rocks, soil, and water	3, 4	Consistently and independently identifies and describes how plants, animals, and humans use rocks, soil, and water.	Inconsistently identifies and describes how plants, animals, and humans use rocks, soil, and water.	Limited ability to identify and describe how plants, animals, and humans use rocks, soil, and water.	Unable to identify and describe how plants, animals, and humans use rocks, soil, and water.

Organisms and Environments						
I can classify living and nonliving things.	1.12A classify living and nonliving things based upon whether they have basic needs and produce young	3, 4	Consistently and independently classifies living and nonliving things.	Inconsistently classifies living and nonliving things.	Limited ability to classify living and nonliving things.	Unable to classify living and nonliving things.
I can describe and record living and nonliving components in terrariums and aquariums.	1.12B describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums	3, 4	Consistently and independently describes and records examples of interactions and dependence between living and nonliving components in terrariums and aquariums.	Inconsistently describes and records examples of interactions and dependence between living and nonliving components in terrariums and aquariums.	Limited ability to describe and record examples of interactions and dependence between living and nonliving components in terrariums and aquariums.	Unable to describe and record examples of interactions and dependence between living and nonliving components in terrariums and aquariums.
I can identify and describe how living organisms depend on each other through food chains.	1.12C identify and illustrate how living organisms depend on each other through food chains	4	Consistently and independently identifies and illustrates how living organisms depend on each other through food chains.	Inconsistently identifies and illustrates how living organisms depend on each other through food chains.	Limited ability to identify and illustrate how living organisms depend on each other through food chains.	Unable to identify and illustrate how living organisms depend on each other through food chains.
I can compare ways that organisms resemble their parents and identify the external structures that help them live, move, and meet basic needs for survival.	1.13A identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival 1.13C compare ways that young animals resemble their parents	4	Consistently and independently compares ways that organisms resemble their parents and identifies the external structures that help them live, move, and meet basic needs for survival.	Inconsistently compares ways that organisms resemble their parents and identifies the external structures that help them live, move, and meet basic needs for survival.	Limited ability to compare ways that organisms resemble their parents and identify the external structures that help them live, move, and meet basic needs for survival.	Unable to compare ways that organisms resemble their parents and identify the external structures that help them live, move, and meet basic needs for survival.
I can observe, record and describe the stages of various life cycles.	1.13B record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish	4	Consistently and independently records and describes the stages of various life cycles.	Inconsistently records and describes the stages of various life cycles.	Limited ability to record and describe the stages of various life cycles.	Unable to record and describe the stages of various life cycles.

Consistently = Able to complete tasks with 86-100% accuracy of the time over the assessment term

- i.e. Student is accurate the majority of the time.

Inconsistently = Able to complete tasks with 71-85% accuracy of the time over the assessment term

- i.e. Students is accurate most of the time.

Limited Ability = Able to complete tasks with 50-70% accuracy of the time over the assessment term

- i.e. Student is accurate more than half the time, but usually with supports.

Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term

- i.e. Student is accurate less than half the time.

With support = Instructional tools (i.e. dictionaries, word walls) or teacher prompts (i.e. suggesting strategy, asking questions, giving sentence stems)