

First Grade Report Card Rubric

Literacy Math Social Studies Science				
Student Expectations	1	2	3	4
	The student demonstrates minimal understanding and needs support.	The student demonstrates some understanding of the standard but lacks proficiency in key areas.	The student demonstrates understanding of the grade-level standard.	The student demonstrates comprehensive, in-depth understanding of the grade-level standard.

Standards-based report cards (SBRC) provide detailed information on a student's level of proficiency and performance on a given standard in areas of content by showing the skills which must be learned in the grade level and students' progress toward mastery of these skills.

Students progress over the course of the school year towards mastery.

High Frequency Words

1 st Grading Period		2 nd Grading Period		3 rd Grading Period	
at	red	than	because	know	were
as	seven	them	today	goes	over
an	pick	there	so	own	her
man	back	when	even	yellow	going
ran	tell	where	ate	show	things
if	well	stop	make	grow	bring
did	pull	black	gave	kind	don't
its	full	blue	came	why	good
six	many	one	made	fly	too
big	any	two	take	by	soon
sit	very	three	place	right	who

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him	your	ask	five	find	new
has		best	white	far	put
got		just	use	start	how
not		must	used	or	brown
hot		jump	these	more	does
but		went	eat	before	come
us		thank	green	work	also
run		drink	keep	four	all
let		long	been	first	fall
ten		old	day	under	
		cold	way		
		into	say		

1st Reporting Period (2nd 6th Weeks)

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Literacy: Identify and read at least 100 high frequency words from a research based list. (1.2Bvi)	The student can identify and read 0-43 HFW.	The student can identify and read 44-99 HFW.	The student can identify and read 100 HFW.	The student can identify and read 101+ HFW in isolation and in context.
Literacy: Spell high frequency words from a research based list (1.2Civ)	The student can spell 0-43 HFW.	The student can spell 44-99 HFW.	The student can spell 100 HFW.	The student can spell 101+ HFW in isolation and in their writing.
Literacy: Decode one syllable words with initial and final consonant blends in isolation and in context (1.2Bi/ii)	The student is unable to decode one syllable words with initial and final consonant blends without adult assistance.	The student is able to decode some one syllable words with initial and final consonant blends in isolation.	The student is able to decode all one syllable words with initial and final consonant blends in isolation and in context.	The student is able to decode one syllable words with initial and final consonant blends within a text.
Literacy: Decode one syllable words with closed syllables (1.2Bi/iii)	The student is unable to decode one syllable words with closed syllables without adult assistance.	The student is able to decode some one syllable words with closed syllables in isolation.	The student is able to decode all one syllable words with closed syllables in isolation and in context.	The student is able to decode one syllable words with closed syllables within a text.
Literacy: Spell one syllable words with initial and final consonant blends (1.2Cii/iii)	The student is unable to spell one syllable words with initial and final consonant blends.	The student is able to spell some one syllable words with initial and final consonant blends.	The student is able to spell all one syllable words with initial and final consonant blends.	The student is able to spell one syllable words with initial and final consonant blends and apply them in their writing.

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Literacy: Spell one syllable words with closed syllables (1.2Ci/iii)	The student is unable to spell one syllable words with closed syllables.	The student is able to spell some one syllable words with closed syllables.	The student is able to spell all one syllable words with closed syllables.	The student is able to spell one syllable words with closed syllables and apply them in their writing.
Literacy: Retell texts in ways that maintain meaning (1.7D)	The student is able to retell but may miss the overall meaning of a text and/or may not retell in correct sequence with adult prompting.	The student is able to retell capturing the overall meaning of texts, using the correct sequence. with adult assistance.	The student is able to retell , capturing the overall meaning of texts, using the correct sequence.	The student displays in depth understanding about retelling , capturing the overall meaning of texts, using the correct sequence and detail.
Literacy: Describe character(s) and reasons for actions (1.8B)	The student is able to describe the characters, with adult assistance.	The student is able to describe the characters.	The student is able to describe the characters and the reasons for their actions.	The student is able to describe the characters and reasons for their actions with text evidence.
Literacy: Write brief comments on literary or informational texts (1.7B)	The student is able to orally respond to literary or informational texts that demonstrate understanding of the text.	The student is able to write brief comments on literary or informational texts that demonstrate understanding of the text, with adult assistance.	The student is able to write brief comments on literary or informational texts that demonstrate understanding of the text.	The student is able to write a response to literary or informational texts that demonstrate understanding of the text.

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Literacy: Dictate or Compose informational texts, including procedural texts (2nd)	The student is able to dictate informational text including procedural texts, with adult assistance.	The student is able to dictate independently or compose with adult assistance informational text including procedural texts.	The student is able to dictate or compose informational texts, including procedural texts.	The student is able to compose informational texts, including procedural texts, independently.
Math: Use concrete and pictorial models to compose and decompose numbers in more than one way up to 60 (1.2B)	The student is able to read numbers and uses concrete or pictorial models to represent within 20.	The student correctly composes and decomposes the given number(s) up to 60, using concrete or pictorial models in only one way.	The student correctly composes and decomposes the given number(s) up to 60 using concrete and pictorial models in more than one way.	In addition to score 3, the student correctly describes the values of the tens and the ones place that matches the representation that the student built.
Math: Use objects, pictures, and expanded and standard forms to represent numbers up to 60 (1.2C)	The student reads, writes, and represents numbers with objects or pictures up to 20.	The student correctly represents a given number(s) up to 60 in TWO of the following ways: using concrete models, pictorial models, expanded form ($50 + 4 = 54$), and standard forms (54).	The student can represent numbers up to 60 in all four of the following ways: using concrete models, pictorial models, expanded form ($50 + 4 = 54$), and standard forms (54).	In addition to score 3, the student correctly describes how he or she represented a number up to 60.
Math: Use place value to compare numbers using comparative language up to 60 (1.2E)	The student compares numbers up to 20 using informal language.	The student compares numbers up to 60 using informal language.	The student uses place value (describing the value of the digits) to compare	In addition to score 3, the student compares and orders a set of 3 to 4 given

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			numbers up to 60 with comparative language which includes greater than, less than, or equal.	numbers up to 60, and describes how they ordered the numbers using comparative language.
Math: Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 (1.3D)	The student <u>adds</u> within 20 applying a minimum of two of strategies listed: Count All; Count On; Turn Around; Add Zero	The student <u>adds and subtracts</u> within 20, applying a minimum of two strategies listed: Count All; Count On; Turn Around; Count Back or Count On to Subtract; Add/Subtract Zero; Doubles; Doubles plus 1; Subtract Doubles (Half Facts)	In addition to score 2 performance, the student <u>adds and subtracts</u> within 20 using: Make Ten (Bridge to Ten) to add, and Subtracting 10s from Teen Numbers; Decomposing a number leading to 10 to subtract.	In addition to score 3, the student explains: how to solve a subtraction problem with an unknown and which strategy was chosen, such as using the strategy <i>Think Addition</i> for subtraction (Fact Families)
Math: Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1.5D)	The student represents word problems involving addition <u>and/or</u> subtraction of whole numbers up to 10 using concrete models and pictorial models.	The student represents word problems involving addition and subtraction of whole numbers up to 20 using concrete models and pictorial models.	The student represents word problems involving addition and subtraction of whole numbers up to 20 using concrete models, pictorial models, and number sentences.	In addition to score 3, the student describes his or her chosen strategy using academic language.
Social Studies: Identify characteristics of good citizenship (1.12A)	The student is able to identify one characteristic of good citizenship with adult assistance.	The student is able to identify one characteristic of good citizenship.	The student is able to identify a few characteristics of good citizenship.	The student is able to identify many characteristics of good citizenship.

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Social Studies: Use a simple timeline to distinguish among past, present, and future (1.17A)	The student is able to use a timeline to distinguish among past, present or future, with adult assistance.	The student is able to use a timeline to distinguish among past, present and future, with adult assistance.	The student is able to use a timeline to distinguish among past, present and future.	The student is able to use and create a timeline to distinguish among past, present and future.
Social Studies: Identify examples of goods and services in the home, school, and community. (1.7A)	The student is able to identify examples of goods or services in the home, school, and community, with adult assistance.	The student is able to identify examples of goods and services in the home, school, and community, with adult assistance.	The student is able to identify examples of goods and services in the home, school, and community.	The student is able to identify and describe examples of goods and services in the home, school, and community.
Science: Classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture (1.5A)	The student <i>is only able to</i> accurately classify properties of matter with prompting and adult assistance.	The student <i>can accurately</i> classify properties of matters <i>with minimal adult assistance</i> .	The student <i>can accurately</i> classify properties of matter <i>without assistance</i> .	The student can accurately classify properties of matter and has an <i>in-depth understanding of these properties</i> .
Science: Record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish. (1.10D)	The student <i>is only able to</i> accurately record and describe basic life cycles <i>with prompting and adult assistance</i> .	The student <i>can</i> correctly record and describe basic life cycles of animals <i>with minimal adult assistance</i> .	The student can correctly record observations of and describe basic life cycles of animals without <i>adult assistance</i> .	The student can correctly record observations of and describe basic life cycles of animals and has an <i>in-depth understanding of the life cycle process</i> .

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2nd Reporting Period (4th 6th Weeks)				
Literacy: Decode words with initial/final digraphs/trigraphs (1.2Bii)	The student is unable to decode one syllable words with initial/final digraphs/trigraphs without adult assistance.	The student is able to decode some one syllable words with initial/final digraphs/trigraphs in isolation.	The student is able to decode all one syllable words with initial/final digraphs /trigraphs in isolation and in context.	The Student is able to decode one syllable words with initial/final digraphs/trigraphs within a text.
Literacy: Decode one syllable words with final -e (1.2Biii)	The student is unable to decode one syllable words with final -e syllables without adult assistance.	The student is able to decode some one syllable words with final -e syllables in isolation.	The student is able to decode all one syllable words with final -e syllables in isolation and in context.	The student is able to decode one syllable words with final -e syllables within a text.
Literacy: Spell words with initial/final digraphs/trigraphs (1.2Cii/iii)	The student is unable to spell one syllable words with initial/final digraphs / trigraph.	The student is able to spell some one syllable words with initial/final digraphs / trigraph.	The student is able to spell all one syllable words with initial/final digraphs / trigraph	The student is able to spell one syllable words with initial/final digraphs / trigraphs and apply them in their writing.
Literacy: Spell one syllable words with final -e (1.2ii/iii)	The student is unable to spell one syllable words with final -e syllables.	The student is able to spell some one syllable words with final -e syllables.	The student is able to spell all one syllable words with final -e syllables.	The student is able to spell one syllable words with final -e syllables and apply them in their writing.
Literacy: Describe plot elements, including main events, the problem, and the resolution, for texts read aloud and independently. (1.8C)	The student is able to describe plot elements, including main events with adult assistance.	The student is able to describe plot elements, including main events, plot/resolution with adult	The student is able to describe plot elements, including main events, problem, resolution, for	The student is able to describe elements of plot in multiple texts read aloud, including the main

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		assistance.	texts read aloud and independently.	events in a story, and the problem / resolution.
Math: Use concrete and pictorial models to compose and decompose numbers in more than one way up to 120 (1.2B)	The student is able to read numbers and uses concrete or pictorial models to represent within 60.	The student correctly composes and decomposes the given number(s) up to 120, using concrete or pictorial models in only one way.	The student correctly composes and decomposes the given number(s) up to 120 using concrete and pictorial models in more than one way.	In addition to score 3, the student correctly describes the values of the hundreds, tens and the ones place that matches the representation that the student built.
Math: Use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1.2C)	The student correctly represents a given number(s) up to 60 in TWO of the following ways: using concrete models, pictorial models, expanded form ($50 + 4 = 54$), and standard forms (54).	The student correctly represents a given number(s) up to 120 in TWO of the following ways: using concrete models, pictorial models, expanded form ($100 + 10 + 4 = 114$), and standard forms (114).	The student can represent numbers up to 120 in all four of the following ways: using concrete models, pictorial models, expanded form ($100 + 10 + 4 = 114$), and standard forms (114).	In addition to score 3, the student correctly describes how he or she represented a number up to 120.
Math: Use place value to compare numbers using comparative language up to 120 (1.2E)	The student compares numbers up to 60 using informal language.	The student compares numbers up to 120 using informal language.	The student uses place value (describing the value of the digits) to compare numbers up to 120 with comparative language which includes greater than, less than, or equal.	In addition to score 3, the student compares and orders a set of 3 to 4 given numbers up to 120, and describes how they ordered the numbers using comparative language.

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Math: Partition 2D figures into two and four fair shares or equal parts and describe the parts using words (1.6G)	The student identifies examples and nonexamples of equal parts/fair shares of partitioned two-dimensional figures	The student partitions two-dimensional figures into two and four shares or equal parts	The student partitions two-dimensional figures into two and four shares or equal parts and describes the parts using words such as <i>halves, fourths, quarters, half of, equal shares, and/or fair shares.</i>	In addition to score 3, the student is able to look at a shape that has been partitioned into unequal parts and explain why the unequal parts cannot be described with the words <i>halves</i> or <i>fourths</i> .
Math: Identify 2D shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language (1.6D)	The student identifies up to 3 of the following two-dimensional shapes: circles, triangles, rectangles, squares, rhombuses, and hexagons.	The student identifies the following two-dimensional shapes: circles, triangles, rectangles, squares, rhombuses, and hexagons.	The student identifies the following two-dimensional shapes: circles, triangles, rectangles, squares, rhombuses, hexagons, and describes their attributes using formal geometric language.	In addition to score 3, the student identifies irregular shapes by describing their attributes using formal geometric language.

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Math: Identify three-dimensional solids and describe their attributes using formal geometric language (1.6E)	The student identifies up to 3 of the following three-dimensional shapes: spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms.	The student identifies the following three-dimensional shapes: spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms.	The student identifies the following three-dimensional shapes: spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms and describes their attributes using formal geometric language.	In addition to score 3, the student demonstrates in-depth applications of numbers by connecting three-dimensional solids in everyday life and is able to compare and contrast three-dimensional solids based on their attributes.
Social Studies: Explain state and national patriotic symbols (1.13A)	The student is able to explain state or national patriotic symbols, with adult assistance.	The student is able to explain state and national patriotic symbols, with adult assistance.	The student is able to explain state and national patriotic symbols.	The student is able to explain state and national patriotic symbols, as well as their importance.
Science: Observe, compare, describe and sort components of soil by size, texture and color (1.7A)	The student <i>is only able to</i> accurately compare and sort soil by size, texture and color <i>with prompting and adult assistance</i> .	The student <i>can</i> accurately compare and sort soil by size, texture and color <i>with minimal adult assistance</i> .	The students can accurately compare and sort soil by size, texture and color without <i>adult assistance</i> .	The students can accurately compare and sort soil by size, texture and color and has an in-depth understanding of these properties of soil.

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Science: Record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy (1.8A)	Students can only accurately record weather information (temp, clear or cloudy, calm or windy, rainy or icy <i>with prompting and adult assistance</i>).	Students can accurately record weather information (temp, clear or cloudy, calm or windy, rainy or icy <i>with minimal adult assistance</i>).	Students can accurately record weather information (temp, clear or cloudy, calm or windy, rainy or icy).	Students can accurately record weather information (temp, clear or cloudy, calm or windy, rainy or icy and has an <i>in-depth understanding of weather</i>).
Science: observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun (1.8B)	Students can only accurately observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun <i>with prompting and adult assistance</i> .	Students can only accurately observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun <i>with minimal adult assistance</i> .	Students can only accurately observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun.	Students can only accurately observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun and has an <i>in-depth understanding of these changes</i> .
3rd Reporting Period (6th 6th Weeks)				
Literacy: Decode one syllable words with vowel teams (1.2Bi/iii)	The student is unable to decode one syllable words with vowel team syllables without adult assistance.	The student is able to decode some one syllable words with vowel team syllables in isolation.	The student is able to decode all one syllable words with vowel team syllables in isolation and in context.	The student is able to decode one syllable words with vowel team syllables within a text.
Literacy: Spell one syllable words with vowel teams (1.3ci/iii)	The student is unable to spell one syllable words with vowel team syllables.	The student is able to spell some one syllable words with vowel team syllables.	The student is able to spell all one syllable words with vowel team syllables.	The student is able to spell one syllable words with vowel team syllables and

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				apply them in their writing.
Literacy: Describe setting (1.8D)	The student is able to describe the setting, with adult assistance	The student is able to describe the setting in simplistic terms (e.g., <i>outside</i> or <i>inside</i>).	The student is able to describe the setting, explain how they figured it out, and describe with detail what the setting looks like (e.g., a park with swings, lots of kids, a sidewalk, slide, and giant tree).	The student is able to describe the setting in great detail, with text evidence and explain how the story would be different if the setting changed.
Literacy: Dictate or Compose literary texts, including personal narratives (1.12A)	The student is able to dictate literary texts, including personal narratives, with adult assistance.	The student is able to dictate independently or compose with adult assistance literary texts, including personal narratives.	The student is able to dictate or compose literary texts, including personal narratives.	The student is able to compose literary texts, including personal narratives, independently.
Math: Use objects and pictorial models to solve words problems up to 20 with unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$ (1.3B)	The student solves problems involving joining, separating, and comparing sets within 10, using objects and pictorial models, when the unknown is the sum or difference.	The student solves problems involving joining, separating, and comparing sets within 20, using objects and pictorial models, when the unknown is the sum or difference.	In addition to score 2 performance, the student is able to solve problems where unknowns can be any one of the terms in the problem.	In addition to score 3, the student explains the strategy used to solve.
Math: Tell time to the hour and half hour using	The student tells time to the	The student tells time to the	The student tells time to	In addition to score 3, the

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analog and digital clocks (1.7E)	hour using digital clocks.	hour using analog and digital clocks.	the hour using analog and digital clocks, and tells time to the half hour using analog and digital clocks.	student creates the time on a digital or analog clock to the hour and half hour.
Math: Draw conclusions, generate, and answer questions using information from picture and bar-type graphs (1.8C)	The student draws conclusions from picture and bar-type graphs.	The student draws conclusions, and answers questions using information from picture and bar-type graphs.	The student draws conclusions, generates questions, and answers questions using information from picture and bar-type graphs.	In addition to score 3, the student make inferences based on the data and explains why
Math: Identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them (1.4A)	The student identifies the value of two out of the four U.S. coins. (<i>pennies, nickels, dimes, and quarters</i>)	The student identifies the value of all four U.S. coins. (<i>pennies, nickels, dimes, and quarters</i>)	The student identifies the value of pennies, nickels, dimes, and quarters and describes the relationship between the value of the coins.	In addition to score 3, the student describes the relationship between the value of the coins in more than one way.
Social Studies: Identify the contributions of scientists and inventors (1.15C)	The student is able to identify scientists or inventors, with adult assistance.	The student is able to identify contributions of scientists or inventors, with adult assistance.	The student is able to identify contributions of scientists and inventors.	The student is able to identify and describe the importance of contributions from scientists and inventors.
Science: Identify and describe how different forms of energy are important in everyday life (1.6A)	The student <i>can only</i> correctly identify and describe different forms of energy such as light, thermal, and sound <i>with</i>	The student can correctly identify and describe how different forms of energy such as light, thermal, and sound	The student can correctly identify and describe how different forms of energy such as light, thermal, and	The student can correctly identify and describe how different forms of energy such as light, thermal, and

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	<i>prompting and adult assistance.</i>	are important in everyday life <i>with minimal adult assistance.</i>	sound are important in everyday life.	sound are important in everyday life and has <i>in-depth understanding of the type and uses of energy.</i>
Science: Gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter(1.9C)	The student can only accurately create and identify the path energy in a food chain, <i>with prompting and adult assistance.</i>	The student is able to accurately create and identify the path energy in a food chain, <i>with minimal adult assistance.</i>	The student is able to accurately create and identify the path energy in a food chain, <i>without adult assistance.</i>	The student is able to accurately create and identify the path energy in a food chain and has <i>in-depth understanding of food chains.</i>