Grade 1 Science Progress Report Card Rubric

Science Reporting Standard	December	March	June
Demonstrates understanding of unit concepts, facts, and principles. SCORING: ***E: Independently demonstrates and applies understanding of all of the following unit concepts:*** ***M: Consistently demonstrates understanding of all of the following unit concepts:*** ***P: Inconsistently demonstrates understanding of two or more of the unit concepts.***	• All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. • Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) • Adult plants and animals can have young. • In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. (1-LS1-1) • Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1) • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2 ETS1-1)	• Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1) • Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2) • Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. (1-PS4-3) • Mirrors can be used to redirect a light beam. (1-PS4-3) • People can use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)	• Shadows of objects outside change throughout the day because of the Sun's position moving across the sky. (1-ESS1-1) • The position of the Sun in the sky changes during the day, appearing to rise in one part of the sky in the morning and appearing to set in another part of the sky in the evening. (1-ESS1-1) • The moon can be seen during the day and at night, but the sun can only be seen during the day. (1-ESS1-1) • The moon is at different positions in the sky at different times of the day or night, appearing to rise in one part of the sky and appearing to set in another part of the sky. (1-ESS1-1) • During a full moon the entire moon is lit up by the Sun. Other times (crescent moon, half moon) only part of the Sun is lit up by the Sun. Sometimes the moon is not lit up at all. (1-ESS1-1) • The shape of the moon changes in a regular pattern/cycle. We can predict what the moon will look like. (1-ESS1-1) • The amount of daylight changes over the year. There are more hours of daylight in summer and less hours of daylight in spring and fall, and the least amount of daylight in winter. (1-ESS1-2) • Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

			• Stars are not seen in the sky during the day, but they are seen in the sky during the night. (1-ESS1-1) • Based on patterns, we can predict when the sun and moon will rise and set and that stars will only be seen at night. (1-ESS1-1)
Observes, questions, investigates, explains, and communicates using appropriate vocabulary. ***E: Independently demonstrates and applies understanding of all of the following unit concepts:*** ***M: Consistently demonstrates understanding of all of the following unit concepts:*** ***P: Inconsistently demonstrates understanding of one or more of the unit concepts.***	• Asks questions about the unit phenomena • Makes observations that young plants and animals are like, but not exactly like, their parents. • Reads texts and uses media to determine patterns in behavior of parents and offspring that help offspring survive. • Uses materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	• Plans and conducts investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. • Plans and conducts an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. • Makes observations to provide evidence that objects can be seen only when illuminated. • Uses tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	• Makes observations and asks questions about shadows. • Makes observations of the position of shadows outside at different times of day. • Develops a model of the Sun's daily path across the sky • Observes and draws the different shapes (phases) of the Moon that can appear on different nights. • Makes observations of the amount of daylight at different times of the year. • Predicts the location of the Sun in the sky at different times of day.