

First Grade Other Subjects Rubric

First Grade Other Subjects Rubric	Assessment	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
Social Studies					
Citizenship & Government	Citizenship Matrix/Informational Writing	Identify ways citizens participate in the civic life of their community.	Describe ways citizens participate in the civic life of their community.	Explain why participation in the civic life of their community is important.	
History	Sort Matrix/Informational Writing Opinion Writing Book Creator (oral)	Identify artifacts from long ago and today.	Connect artifacts from long ago to the counterparts of today.	Explain similarities and differences between life long ago and today.	
Geography	Create sketch maps to illustrate spatial information about familiar places (1.3.1.1.1)	Create a sketch map.	Describe features on the sketch map.	Explain how to get from one point on the sketch map to another.	
Science					
Use observations of the sun, moon and stars to describe patterns that can be predicted. (1-ESS1-1)	Take Cover (PLTW Sun, Moon and Stars)	Create a simple sketch of a shelter for the playground.	Design and explain how the shelter will protect children from the midday sun.	Explain how the shelter could protect children from the sun throughout the day.	
Recognize how an animal's or plant's habitat and attributes help it survive. (1-LS1.A)	Design an Adaptation that mimics a plant/animal and helps you survive in a specific environment (PLTW Animal Adaptations)	Create a simple sketch of an adaptation that will help you survive in a specific environment.	Use materials to design an adaptation that will help you survive in a specific environment.	Explain the connection between your adaptation and the plant/animal attribute you mimicked. Explain how that adaptation helps you survive in a specific environment.	

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Health					
Create a balanced meal across food groups & explain how food is fuel for the body & brain (#1).		Identify foods from different food groups.	Creates a balanced meal across food groups.	Explain how the balanced meal is fuel for the body & brain.	
Identify body parts and their functions.	Informational Report Writing Launch Logs Structure & Function Check for Understanding Test	Can identify 0-4 facts about the body parts and describe their functions.	Can identify 5-7 facts about the body parts and describe their functions.	Can identify 8-12 facts about the body parts and describe their functions.	
Art – assess quarters 2 and 4					
Identify fundamentals of art including color, line, shape, texture, space. Standard: 0.1.1.5.1	<ul style="list-style-type: none"> Line Rubric Shape Rubric (verbal) 	Student needs significant teacher guidance to understand or identify the fundamentals of visual art or does not participate.	Student is developing the ability to understand and identify the fundamentals of visual art.	Student is able to understand and identify the fundamentals of visual art.	Student demonstrates mastery of the fundamentals of visual art.
Identify and use tools and materials from 2 dimensional and 3 dimensional artwork. Standards: 0.1.2.5.1, 0.2.1.5.1		Student needs significant teacher guidance when using tools for two and three-dimensional media of art.	Student is developing the ability to identify and use two and three-dimensional tools	Student is able to identify and use two and three-dimensional tools	Student is able to demonstrate mastery of the two and three-dimensional tools.
Media is NOT graded. Student progress will be documented through Seesaw.					
Music					
Create and record personal musical ideas. Standards MU: Cr2.1.1b	*Individual performance of: <ul style="list-style-type: none"> steady beat quarter notes quarter rests beamed eighth note pairs 	Student does not create personal musical ideas.	Student creates personal musical ideas with limited guidance.	Student creates musical ideas independently.	

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Music					
Demonstrate and/or describe music's expressive qualities. Standard MU: Pr4.3.1a	*ID slow and fast *ID loud and quiet *ID instruments from 4 orchestral families.	Student does not demonstrate and/or describe expressive qualities.	Student demonstrates or describes expressive qualities with limited guidance.	Student demonstrates or describes expressive qualities independently.	
Perform appropriately. Standard MU:Pr6.1.1b	Programs, informances, classroom performance.	Student needs significant teacher guidance to perform appropriately for the audience and purpose.	Student is developing appropriate performance skills.	Student performs appropriately for audience and purpose.	
Physical Education					
Demonstrate motor skills and movement patterns needed to perform activities. Standard 1		Student does not attempt skill or movement pattern.	Student attempts skill or movement pattern.	Student independently completes skill or movement pattern.	
Exhibits responsible personal and social behavior in phy. ed settings Standard 4		Student does not follows teacher's directions for safe participation and proper use of equipment.	Student follows teacher's directions for safe participation and proper use of equipment with occasional teacher reminders.	Student consistently follows teacher's directions for safe participation and proper use of equipment without teacher reminders.	
Actively engages in physical education class Standard 3:E2		Student engages inconsistently during skills and/or activity assigned.	Student engages in skills and activities with occasional reminders.	Student engages fully in all skills and activities.	