



Middle School Family & Consumer Science

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

Philosophy Statement

Waukee FCS students will be empowered to become independent citizens, manage the challenges of living and working in a diverse community and global society, balance work and family, and transfer 21st century skills to the workplace

7th Grade Family and Consumer Sciences

Statement	Exceeds	Secure	Developing	Beginning
Demonstrates appropriate kitchen safety and sanitation practices while preparing recipes for a small meal	*Demonstrates accurate lab procedures, and execution of recipe steps, through an inquiry based project.	Demonstrates accurate lab procedures, and execution of recipe steps, with no more than one reminder per lab.	Demonstrates accurate lab procedures, and execution of recipe steps, with no more than two reminders per lab.	Demonstrates accurate lab procedures, and execution of recipe steps, with three or more reminders per lab.
Produces a textile product while operating sewing equipment in a safe manner	* Constructs an original textile project utilizing at least five sewing skills.	Constructs a successful textile product that includes at least four sewing skills.	Constructs a textile product that includes three sewing skills.	Constructs a textile product that includes two sewing skills.
Creates scaled floor plans and coordinates design elements.	* Designs housing plans utilizing all five elements of design.	Coordinates design elements effectively.	Recognizes examples of the elements of design.	Identifies the elements of design.
Evaluates housing decisions and maintenance practices.	* Critiques housing decisions and their relation to available resources.	Relates human needs to available housing options.	Categorizes housing options and basic maintenance practices.	Identifies housing options.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard*

Statement	Exceeds	Secure	Developing	Beginning
Carries out career and employability skills	* Demonstrates employability skills in a variety of situations.	Summarizes the value of employability skills with long-term career plans.	Correlates employability skills with long-term career planning.	Identifies basic employability skills.
Demonstrates nutrition and wellness practices	* Demonstrates relationships between food guide pyramid, nutrients and Dietary Guidelines for Americans.	Applies Food Guide Pyramid and Dietary Guidelines for Americans to food choices.	Identifies Food Guide Pyramid food groups and nutrients.	Identifies Food Guide Pyramid food groups.
Demonstrates appropriate kitchen safety and sanitation practices	* Maintains a sanitary and safe kitchen environment with no redirection.	Maintains a sanitary and safe kitchen environment with no more than one reminder per lab.	Maintains a sanitary and safe kitchen environment with two to three reminders per lab.	Needs more than three reminders in maintaining a sanitary and safe kitchen environment.
Prepares food products utilizing introductory food preparation techniques and terminology	* Prepares a food item using a complete recipe with a minimum of six steps.	Prepares a food item using a complete five-step recipe.	Prepares a food item using a complete four-step recipe.	Prepares a food item using a complete three-step recipe.
Utilizes appropriate meal planning and serving strategies	* Prepares and serves a nutritious and well-balanced meal to guests.	Plans nutritious and well-balanced meals utilizing appropriate service.	Plans nutritious and well-balanced meals.	Identifies the components of a well-balanced meal.
Compares differences in the care and development of infants, toddler and preschoolers	* Creates and implements developmentally appropriate activities for infants, toddlers or preschoolers.	Creates developmentally appropriate activities for infants, toddlers or preschoolers.	Compares basic differences in the care and development of infants, toddlers and preschoolers.	Identifies basic differences in the care and development of infants, toddlers and preschoolers.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.