

## Social Studies Progress Report Rubrics

### Kindergarten

**Standard** – Identifies the roles and responsibilities of family, friends and members within their community.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely Has difficulty Has difficulty	Occasionally With guidance and support With guidance and support	Usually With minimal guidance and support With minimal guidance and support	Consistently Independently Independently

## Social Studies Progress Report Rubrics

### Kindergarten

**Standard** - Recognizes similarities and differences between themselves and others.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely Has difficulty Has difficulty	Occasionally With guidance and support With guidance and support	Usually With minimal guidance and support With minimal guidance and support	Consistently Independently Independently

## Social Studies Progress Report Rubrics

### Kindergarten

**Standard** - Recognizes the importance of rules among family, friends and within their community.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely Has difficulty Has difficulty	Occasionally With guidance and support With guidance and support	Usually With minimal guidance and support With minimal guidance and support	Consistently Independently Independently

## Social Studies Progress Report Rubrics

### 1<sup>st</sup> Grade

**Standard**– Identifies different aspects of your community.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely able to Has difficulty Has difficulty	Sometimes is able to With guidance and support i With guidance and support	Usually is able to With minimal guidance and support is With minimal guidance and support is	Consistently is able to Independently is able to Independently is able to

## Social Studies Progress Report Rubrics

### 1<sup>st</sup> Grade

**Standard** - Describes the differences between what an individual needs and wants.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely able to Has difficulty Has difficulty	Sometimes is able to With guidance and support With guidance and support	Usually is able to With minimal guidance and support is With minimal guidance and support is	Consistently is able to Independently is able to Independently is able to

## Social Studies Progress Report Rubrics

### 1<sup>st</sup> Grade

**Standard** - Uses basic map skills.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely able to Has difficulty Has difficulty	Sometimes is able to With guidance and support i With guidance and support	Usually is able to With minimal guidance and support is With minimal guidance and support is	Consistently is able to Independently is able to Independently is able to

## Social Studies Progress Report Rubrics

### 2<sup>nd</sup> Grade

**Standard** - Identifies and analyzes similarities and differences between communities\*.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty identifying similarities and differences between communities.	With guidance and support can sometimes make oral statements similarities and differences between communities.	Independently able to identify similarities and differences between communities both orally and in writing.	Consistently is able to independently identify similarities and differences between communities orally and in writing and makes connections to outside experiences.

*\*"Community" is broadly defined to include a group of people with common interests; a town, city, state, or region.*

## Social Studies Progress Report Rubrics

### 2<sup>nd</sup> Grade

**Standard** - Identifies and analyzes sites of interest, infrastructure and the diverse roles needed to sustain a community\*.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty identifying sites of interest, infrastructure and diverse roles necessary to sustain a community.	With guidance and support can identify a few (2-3) sites of interest, necessary components of infrastructure and roles needed to sustain a community.	With minimal guidance and support can identify several (4-5) sites of interest, necessary components of infrastructure and roles needed to sustain a community.	Independently is able to consistently identify multiple (6+) sites of interest, necessary components of infrastructure and roles needed to sustain a community; can demonstrate an understanding of their uniqueness or necessity to a community orally and in writing.

### 2<sup>nd</sup> Grade



### Social Studies Progress Report Rubrics

**Standard** - Identifies basic features of geography and how it impacts the way people live throughout America.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty identifying basic features of geography and the impact on the way people live.	With guidance and support demonstrates and understanding of the basic features of geography by identifying the parts of a map and key vocabulary terms.	Independently is able to demonstrate an understanding of basic features of geography by readily identifying components of a map, by locating information on a map and making connections orally between a community’s geographic features and the lifestyles/citizens with minimal prompting and support.	Consistently is able to independently demonstrate and understanding of the basic features of geography by identifying components, by locating information on a map and making connections verbally and in writing between a community’s geographic features and the lifestyles of its residents.

### Social Studies Progress Report Rubrics

**Standard** – Analyzes how geography impacts the way people live around the world.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Rarely is able to</p> <p>Has difficulty</p> <p>Has difficulty</p>	<p>Sometimes is able to</p> <p>With guidance and support</p> <p>With guidance and support is</p>	<p>Usually is able to independently</p> <p>With minimal guidance and support</p> <p>With minimal guidance and support able</p>	<p>Consistently independently</p> <p>Consistently is independently able to</p> <p>Consistently is independently able to</p>

### Social Studies Progress Report Rubrics

**Standard** - Compares and contrasts the unique needs, practices and beliefs of cultures around the world.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Rarely is able to</p> <p>Has difficulty</p> <p>Has difficulty</p>	<p>Sometimes is able to</p> <p>With guidance and support</p> <p>With guidance and support is</p>	<p>Usually is able to independently</p> <p>With minimal guidance and support</p> <p>With minimal guidance and support able</p>	<p>Consistently independently</p> <p>Consistently is independently able to</p> <p>Consistently is independently able to</p>

### Social Studies Progress Report Rubrics

**Standard** - Demonstrates an understanding of how America came to be and how it developed in its early stages.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Rarely is able to show understanding of the challenges faced in the settling of new lands</p> <p>Has difficulty showing understanding of common interests between people that led to the settlement of new land</p> <p>Has difficulty understanding how governments played significant roles in determining lands settled</p>	<p>Sometimes is able to show understanding of the challenges faced in the settling of new lands</p> <p>With guidance and support understands common interests between people that led to the settlement of new land</p> <p>With guidance and support understands how governments played significant roles in determining lands settled</p>	<p>Independently shows understanding of the challenges faced in the settling of new lands</p> <p>Independently shows understanding of common interests between people that led to the settlement of new land (reasons for exploring would lead to ownership of land/riches/fame, freedom for personal/religious)</p> <p>Independently shows understanding of how governments played significant roles in determining lands settled</p>	<p>Consistently understands the challenges faced in the settling of new lands</p> <p>Consistently understands common interests between people that led to the settlement of new land</p> <p>Consistently shows understanding of how governments played significant roles in determining lands settled</p> <p>Consistently draws comparisons between their own experiences in America and those of people from the past</p>

### Social Studies Progress Report Rubrics

**Standard - Demonstrates** an understanding of the main motivating factors for historical change.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Rarely is able to identify how geography impacts the course of history</p> <p>Has difficulty identifying the causes and events that led to change</p> <p>Has difficulty identifying changes brought about by exploration/discovery</p>	<p>Sometimes is able to identify how geography impacts the course of history</p> <p>With guidance and support is able to identify the causes and events that led to change</p> <p>With guidance and support can identify changes brought about by exploration/discovery</p>	<p>independently is able to identify how geography impacts the course of history</p> <p>independently is able to identify the causes and events that led to change</p> <p>independently can identify changes brought about by exploration/discovery</p>	<p>Consistently able to identify how geography impacts the course of history</p> <p>Consistently able to identify the causes and events that led to change</p> <p>Consistently able identify changes brought about by exploration/discovery</p>

### Social Studies Progress Report Rubrics

**Standard** - Demonstrates an understanding of individual people and the roles they played in settling America.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Rarely is able to identify the impact of individual’s effect on settling of America</p> <p>Has difficulty explaining individual’s motives that led to change and/or discovery</p>	<p>Sometimes is able to identify the impact of individual’s effect on settling of America</p> <p>With guidance and support explains individual’s motives that led to change and/or discovery</p>	<p>independently is able to identify the impact of individual’s effect on settling of America</p> <p>With minimal guidance and support explains individual’s motives that led to change and/or discovery</p>	<p>independently is able to identify and analyze the impact of individual’s effect on settling of America</p> <p>Consistently explains individual’s motives that led to change and/or discovery</p>

## Social Studies Progress Report Rubrics

### 5<sup>th</sup> Grade

**Standard** - Explains how the pursuit of freedom and equality has impacted American history.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Rarely able to recognize the various perspectives of groups that contribute to conflicts between them.</p> <p>Rarely is able to identify the individuals who had an effect on the rights of freedom and equality.</p> <p>Has difficulty demonstrating an understanding of major events in American history.</p>	<p>With guidance and support recognizes some perspectives of groups that contribute to conflicts between them.</p> <p>With guidance and support identifies and analyzes the impact of individuals who had an effect on the rights of freedom and equality.</p> <p>With guidance and support demonstrates an understanding of major events in American history.</p>	<p>Independently is able to recognize the various perspectives of groups that contribute to conflicts that become the catalyst for change.</p> <p>Independently able to identify and analyze the impact of individuals who had an effect on the rights of freedom and equality.</p> <p>Is able to independently demonstrate an understanding of major events in American history.</p>	<p>Consistently able to independently recognize the various perspectives of groups that contribute to conflicts that become the catalyst for change.</p> <p>Consistently able to independently identify and analyze the impact of individuals who had an effect on the rights of freedom and equality.</p> <p>Consistently able to independently demonstrate an understanding of major events in American history and their impact beyond America.</p>

## Social Studies Progress Report Rubrics

### 5<sup>th</sup> Grade

**Standard** \_Recognizes how diversity contributes to change.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Has difficulty recognizing what constitutes diversity.</p> <p>Has difficulty identifying the costs and gains of diversity.</p> <p>Has difficulty explaining the significance of changes brought about by diversity.</p>	<p>With guidance and support recognizes what constitutes diversity in a given historic time period.</p> <p>With guidance and support identifies the costs and gains of diversity.</p> <p>With guidance and support is able to explain the significance of changes brought about by diversity.</p>	<p>Independently able to recognize what constitutes diversity in a given historic time period.</p> <p>Independently able to identify the costs and gains of diversity.</p> <p>Independently is able to explain the significance of changes brought about by diversity.</p>	<p>Consistently able to independently identify and analyze the elements that constitute diversity in a given historic time period.</p> <p>Consistently able to independently identify the costs and gains of diversity.</p> <p>Consistently able to independently analyze the significance of changes brought about by diversity.</p>



## Social Studies Progress Report Rubrics

### 5<sup>th</sup> Grade

**Standard** - Draws connections across historical periods.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
<p>Has difficulty identifying patterns in history.</p> <p>Has difficulty recognizing the effects of historic events on later events.</p> <p>Has difficulty identifying the impact of past historic events on America today.</p>	<p>With guidance and support is able to identify patterns in history.</p> <p>With guidance and support is able to recognize the effects of historic events on later events.</p> <p>With guidance and support is able to identify the impact of past historic events on America today.</p>	<p>Is able to independently identify patterns in history.</p> <p>With minimal guidance and support is able to recognize the effects of historic events on later events.</p> <p>With minimal guidance and support is able to identify the impact of past historic events on America today.</p>	<p>Consistently able to independently identify and analyze patterns in history.</p> <p>Consistently is independently able to be able to recognize the effects of historic events on later events.</p> <p>Consistently is able to independently identify the impact of past historic events on America today explain their relevance to freedom and equality.</p>