

Social Studies Standards-Based Report Card Rubric – First Grade

Domain: Historical Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/ Exceeds the Standard	Evidence	Assessed
Demonstrates an understanding of historical figures	SS1H1 SS1G1 SS1CG1	<p>-Student minimally reads about and describes the life of historical figures in American history (Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Theodore Roosevelt, George Washington Carver, Ruby Bridges)</p> <p>-Student minimally describes how each historic figure was influenced by his or her time and place (American colonies, American frontier, National Parks, Southern U.S.)</p> <p>-Student minimally describes how the historical figures displayed positive character traits</p>	<p>-Student inconsistently reads about and describes the life of historical figures in American history (Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Theodore Roosevelt, George Washington Carver, Ruby Bridges)</p> <p>-Student inconsistently describes how each historic figure was influenced by his or her time and place (American colonies, American frontier, National Parks, Southern U.S.)</p> <p>-Student inconsistently describes how the historical figures displayed positive character traits</p>	<p>-Student consistently reads about and describes the life of historical figures in American history (Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Theodore Roosevelt, George Washington Carver, Ruby Bridges)</p> <p>-Student consistently describes how each historic figure was influenced by his or her time and place (American colonies, American frontier, National Parks, Southern U.S.)</p> <p>-Student consistently describes how the historical figures displayed positive character traits</p>	<p>-Student consistently reads about and describes the life of historical figures in American history (Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Theodore Roosevelt, George Washington Carver, Ruby Bridges) and demonstrates or self-initiates further learning</p> <p>-Student consistently describes how each historic figure was influenced by his or her time and place (American colonies, American frontier, National Parks, Southern U.S.) and demonstrates or self-initiates further learning</p> <p>-Student consistently describes how the historical figures displayed positive character traits and demonstrates or self-initiates further learning</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q4

Social Studies Standards-Based Report Card Rubric – First Grade

Domain: Geographic Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Demonstrates an understanding of map and globe skills	SS1G2,3	<p>-Student minimally identifies and locates his or her city, county, state, nation (country), and continent on a simple map or globe.</p> <p>-Student minimally locates topographical features of the earth’s surface (Continents, Major Oceans, Landforms)</p>	<p>-Student inconsistently identifies and locates his or her city, county, state, nation (country), and continent on a simple map or globe.</p> <p>-Student inconsistently locates topographical features of the earth’s surface (Continents, Major Oceans, Landforms)</p>	<p>-Student consistently identifies and locates his or her city, county, state, nation (country), and continent on a simple map or globe.</p> <p>-Student consistently locates topographical features of the earth’s surface (Continents, Major Oceans, Landforms)</p>	<p>-Student consistently identifies and locates his or her city, county, state, nation (country), and continent on a simple map or globe and demonstrates or self-initiates further learning</p> <p>-Student consistently locates topographical features of the earth’s surface (Continents, Major Oceans, Landforms) and demonstrates or self-initiates further learning</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q4
Domain: Government/Civic Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Demonstrates an understanding of Patriotism	SS1CG2	-Student minimally explores the concept of patriotism through the words in the songs America (My Country ‘Tis of Thee) and American the Beautiful	-Student inconsistently explores the concept of patriotism through the words in the songs America (My Country ‘Tis of Thee) and American the Beautiful	-Student consistently explores the concept of patriotism through the words in the songs America (My Country ‘Tis of Thee) and American the Beautiful	-Student consistently explores the concept of patriotism through the words in the songs America (My Country ‘Tis of Thee) and American the Beautiful and demonstrates or self-initiates further learning	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1

Social Studies Standards-Based Report Card Rubric – First Grade

Domain: Economic Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Demonstrates and understanding of producers, consumers, goods and services	SS1E1,2,3,4	<p>-Student minimally identifies goods that people make and services that people provide for each other</p> <p>-Student minimally explains that scarcity is when unlimited wants are greater than limited resources</p> <p>-Student minimally describes how people are both producers and consumers</p> <p>-Student minimally explains that people earn income by working and that they must make choices about how much to save and spend</p>	<p>-Student inconsistently identifies goods that people make and services that people provide for each other</p> <p>-Student inconsistently explains that scarcity is when unlimited wants are greater than limited resources</p> <p>-Student inconsistently describes how people are both producers and consumers</p> <p>-Student minimally explains that people earn income by working and that they must make choices about how much to save and spend</p>	<p>-Student consistently identifies goods that people make and services that people provide for each other</p> <p>-Student consistently explains that scarcity is when unlimited wants are greater than limited resources</p> <p>-Student consistently describes how people are both producers and consumers</p> <p>-Student consistently explains that people earn income by working and that they must make choices about how much to save and spend</p>	<p>-Student consistently identifies goods that people make and services that people provide for each other and demonstrates or self-initiates further learning</p> <p>-Student consistently explains that scarcity is when unlimited wants are greater than limited resources and demonstrates or self-initiates further learning</p> <p>-Student consistently describes how people are both producers and consumers and demonstrates or self-initiates further learning</p> <p>-Student consistently explains that people earn income by working and that they must make choices about how much to save and spend and demonstrates or self-initiates further learning</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q4



Social Studies Standards-Based Report Card Rubric – First Grade