

Social Studies Standards-Based Report Card Rubric - Kindergarten

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 concepts and participates in classroom discussions	SSKH1,2,3	<p>-Student minimally identifies holidays and describe the people and/or events celebrated. (a. Christmas b. Columbus Day c. Independence Day d. Labor Day e. Martin Luther King, Jr. Day f. Memorial Day g. New Year’s Day h. Presidents Day (George Washington, Abraham Lincoln, and the current president) i. Thanksgiving Day j. Veterans Day)</p> <p>-Student demonstrates minimal ability to identify American Symbols a. The national and state flags (United States and Georgia flags) b. Pledge of Allegiance c. Star Spangled Banner (identify as the national anthem) d. The bald eagle e. The Statue of Liberty f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day) g. Washington Monument (identify image and associate with George Washington and Presidents Day) h. White House (identify image and associate with Presidents</p>	<p>-Student inconsistently identifies holidays and describe the people and/or events celebrated. (a. Christmas b. Columbus Day c. Independence Day d. Labor Day e. Martin Luther King, Jr. Day f. Memorial Day g. New Year’s Day h. Presidents Day (George Washington, Abraham Lincoln, and the current president) i. Thanksgiving Day j. Veterans Day)</p> <p>-Student inconsistently identifies American Symbols (a. The national and state flags (United States and Georgia flags) b. Pledge of Allegiance c. Star Spangled Banner (identify as the national anthem) d. The bald eagle e. The Statue of Liberty f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day) g. Washington Monument (identify image and associate with George Washington and</p>	<p>-Student consistently identifies holidays and describe the people and/or events celebrated. (a. Christmas b. Columbus Day c. Independence Day d. Labor Day e. Martin Luther King, Jr. Day f. Memorial Day g. New Year’s Day h. Presidents Day (George Washington, Abraham Lincoln, and the current president) i. Thanksgiving Day j. Veterans Day)</p> <p>-Student consistently identifies American Symbols (a. The national and state flags (United States and Georgia flags) b. Pledge of Allegiance c. Star Spangled Banner (identify as the national anthem) d. The bald eagle e. The Statue of Liberty f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day) g. Washington Monument (identify image and associate with George Washington and Presidents Day) h. White House (identify image and associate with</p>	<p>-Student consistently identifies holidays and describe the people and/or events celebrated (a. Christmas b. Columbus Day c. Independence Day d. Labor Day e. Martin Luther King, Jr. Day f. Memorial Day g. New Year’s Day h. Presidents Day (George Washington, Abraham Lincoln, and the current president) i. Thanksgiving Day j. Veterans Day) and demonstrates or self-initiates further learning</p> <p>-Student consistently identifies American Symbols (a. The national and state flags (United States and Georgia flags) b. Pledge of Allegiance c. Star Spangled Banner (identify as the national anthem) d. The bald eagle e. The Statue of Liberty f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day) g. Washington Monument (identify image and associate with George Washington and Presidents Day) h. White</p>	Options: classroom discussion, illustrations, presentations, dialogs, observation, constructed responses, picture journals, matching exercises, class book, graphic organizers	Q1 Q4

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		<p>Day and the current president) -Student demonstrates minimal ability to correctly use words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future)</p>	<p>Presidents Day) h. White House (identify image and associate with Presidents Day and the current president) -Student inconsistently uses words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future)</p>	<p>Presidents Day and the current president) -Student consistently uses words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future)</p>	<p>House (identify image and associate with Presidents Day and the current president) and demonstrates or self-initiates further learning -Student consistently uses words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future) and demonstrates or self-initiates further learning</p>		
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 concepts and participates in classroom discussions	SSKG1,2	<p>Student minimally describes the diversity of American culture by explaining the customs and celebrations of various families and communities -Student demonstrates minimal ability to explain that a map is a drawing of a place and a globe is a model of Earth</p>	<p>Student inconsistently describes the diversity of American culture by explaining the customs and celebrations of various families and communities -Student inconsistently explains that a map is a drawing of a place and a globe is a model of Earth</p>	<p>Student consistently describes the diversity of American culture by explaining the customs and celebrations of various families and communities -Student consistently explains that a map is a drawing of a place and a globe is a model of Earth</p>	<p>Student consistently describes the diversity of American culture by explaining the customs and celebrations of various families and communities and demonstrates or self-initiates further learning -Student consistently explains that a map is a drawing of a place and a globe is a model of Earth and demonstrates or self-initiates further learning</p>	Options: classroom discussion, illustrations, presentations, dialogs, observation, constructed responses, picture journals, matching exercises, class book, graphic organizers	Q1 Q4



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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 concepts and participates in classroom discussions	SSKCG1,2	<p>-Student minimally demonstrates an understanding of good citizenship</p> <p>-Student minimally describes examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control</p>	<p>-Student inconsistently demonstrates an understanding of good citizenship</p> <p>-Student inconsistently describes examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control</p>	<p>-Student consistently demonstrates an understanding of good citizenship</p> <p>-Student consistently describes examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control</p>	<p>-Student minimally demonstrates an understanding of good citizenship and demonstrates or self-initiates further learning</p> <p>-Student minimally describes examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control and demonstrates or self-initiates further learning</p>	Options: classroom discussion, illustrations, presentations, dialogs, observation, constructed responses, picture journals, matching exercises, class book, graphic organizers	Q1 Q4
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 an understanding of concepts and participates in classroom discussions	SSKE1,4	<p>-Student minimally describes the work that people do (police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.)</p> <p>-Student minimally explains that people must make choices because they cannot have everything they want</p>	<p>-Student inconsistently describes the work that people do (police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.)</p> <p>-Student inconsistently explains that people must make choices because they cannot have everything they want</p>	<p>-Student consistently describes the work that people do (police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.)</p> <p>-Student consistently explains that people must make choices because they cannot have everything they want</p>	<p>-Student consistently describes the work that people do (police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.) and demonstrates or self-initiates further learning</p> <p>-Student consistently explains that people must make choices because they cannot have everything they want and demonstrates or self-initiates further learning</p>	Options: classroom discussion, illustrations, presentations, dialogs, observation, constructed responses, picture journals, matching exercises, class book, graphic organizers	Q1 Q4

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