

Elementary Social Studies Progress Report Standards and Rubrics (FINAL updated 10.7.16)

Assessment for social studies standards will be done holistically. A teacher should consider student assessments, participation in social studies lessons, projects, activities, and observations of students. Taking all of this into consideration, the teacher will consult the grade level rubrics and assign a student beginning, progressing, meeting or exceeding.

The progress reports and standards for social studies in the elementary grades will focus on the following four major components of social studies:

1) Civics and Government:

- Developing a civic mindset: Students should explore their own participation within the community and nation they live in.
- Drawing from sources: Students should be able to extrapolate significant examples of how rules have been created and governed, and how that development has or could have impacted them individually.
- On major election years, students should be able to describe the purpose of elections, with more specific skills determined grade-by-grade

2) Geography:

- Students will be able to identify and analyze the impact geography has had on current and historical events.
- Students will give evidence on the impact humans have on geography.
- See grade-specific geography knowledge & skills

3) History and Culture:

- Identify and retain information: Students should be able to read and comprehend significant facts from many sources (primary and secondary).
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance
- Written analytical skills: Students should be able to build on evidence, and clearly state their response in support or opposition of an opinion.
- See grade-specific history knowledge & skills

4) Effort

- Exhibits a positive outlook and attitude about history, uses social studies vocabulary and concepts correctly while speaking
- Participates in social studies lessons and activities including, but not limited to: actively engaging in social studies activities and projects, contributing to social studies discussions (speaker and listener), resilience in reading social studies secondary and primary sources

Standards as they appear on the progress reports:

- 1) Comprehends and practices elements of civics and government
- 2) Knowledge and application of geographic concepts
- 3) Understanding and analysis of history and/or culture
- 4) Effort, resilience, and participation

Grade 4

The criteria in “Meeting” indicates end of the year benchmarks, but for Terms 1 and 2 a student should be evaluated based only on material taught to date.

	Beginning	Progressing	Meeting	Exceeding
Civics and Government	Requires significant teacher support and/or cues to meet some level M benchmarks.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	<p>Student does all of the following:</p> <ul style="list-style-type: none"> ● Understands that people and communities create structures, rules, and ideas to solve problems ● Gives examples of the major rights that immigrants have acquired as citizens of the United States (the right to vote, and freedom of religion, speech, assembly, and petition) ● Identify and describe national landmarks (Statue of Liberty, Washington Monument, Lincoln Memorial, etc.) ● Understands basic principles of the election and election process ● Tied to immigration, students can describe how communities can welcome new people and groups 	Meets level M benchmarks and independently applies skills to new contexts.
Geography	Requires significant teacher support and/or cues to meet some level M benchmarks.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	<p>Student does all of the following:</p> <ul style="list-style-type: none"> ● Uses maps to interpret information ● Uses information from a map’s title, compass, scale and legend. ● Defines latitude and longitude and how it is used to locate specific places ● Identifies regions of the U.S. and major physical features, names/locations of states, state capitals ● Gives examples of the way that geography and peoples’ interactions with geography impact history 	Meets level M benchmarks and independently applies skills to new contexts.
History and Culture	Requires significant teacher support and/or cues to meet some level M benchmarks.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	<p>Student evaluates and analyzes primary sources to do the following:</p> <ul style="list-style-type: none"> ● Compare and contrast the climates, physical features, natural resources, human populations, and products of the five regions of the United States ● Gives examples of the way that geography and peoples’ interactions with geography impact history ● Describes the causes of immigration to the U.S. in the late 1800s ● Explains the immigration journey and process at Ellis Island in the late 1800s ● Describes life for immigrants in the U.S. after they arrived in the U.S. in the late 1800s: challenges and opportunities 	Meets level M benchmarks and independently applies skills to new contexts.
Effort	Requires significant teacher support and/or cues to meet some level M benchmarks.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	<p>Student does all of the following:</p> <ul style="list-style-type: none"> ● Exhibits a positive outlook and attitude about history, uses social studies vocabulary and concepts correctly while speaking ● Participates in social studies lessons and activities including, but not limited to: actively engaging in social studies activities and projects, contributing to social studies discussions (speaker and listener), resilience in reading social studies secondary and primary sources 	Exceeds level M benchmarks and shows effort in social studies independent of teacher direction