

**Standards Based Report Card Rubric: Kindergarten Social Studies**

Report Card Section	Standard Assessed	Assessment of Mastery		
		Met Standard (MS)	Approaching Standard (AS)	Insufficient Progress to the Standard (IPS)
<b>History</b>				
Identifies and explains significance of holidays	1A: Explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day. 1B: Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day. 10C: Identify Constitution Day as a celebration of American freedom.	Identifies 3 or more characteristics of Constitution Day, Veterans Day, Presidents' Day, and Independence Day.	Identifies 1-2 characteristics of Constitution Day, Veterans Day, Presidents' Day, and Independence Day.	Unable to identify characteristics of Constitution Day, Veterans Day, Presidents' Day, and Independence Day.
Identifies and explains significance of historical figures	2A: Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation. 2B: Identify contributions of patriots and good citizens who have shaped the community.	Identifies Christopher Columbus and George Washington as significant historical figures and explains what historical influence each made in America.	Identifies Christopher Columbus and George Washington as significant historical figures, but cannot explain historical influence.	Unable to identify Christopher Columbus or George Washington as historical figures or explain influence in America.
		Identifies Stephen F. Austin and Jose Navarro as significant historical figures and explains what historical influence each made in Texas.	Identifies Stephen F. Austin and Jose Navarro as significant historical figures, but cannot explain historical influence.	Unable to identify Stephen F. Austin or Jose Navarro as historical figures or explain influence in Texas.

Demonstrates understanding of the concept of chronology	3A: Place events in chronological order. 3B: Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.	Can place 4 or more events in chronological order using proper vocabulary (before, next, after, first, last, yesterday, today, tomorrow).	Can place 2-3 events in chronological order.	Unable to place events in chronological order.
<b>Geography</b>				
Understands the concept of location	4A: Use terms, including over, under, near, far, left, and right, to describe relative location. 4B: Locate places on the school campus and describe their relative locations. 4C: Identify tools that aid in determining location, including maps and globes.	Identifies and finds 3-4 places on the school campus independently (gym, bathroom, café, classroom, office, etc.) using proper location vocabulary (near, next to, beside, left, right, after, around).  Identifies 3 or more tools that aid in determining location (map, globe, GPS).	Identifies and finds 1-2 places on the school campus independently.  Identifies 2 tools that aid in determining location (map, globe, GPS).	Unable to identify or find places on the school campus independently.  Identifies 1 tool that aids in determining location (map, globe, GPS).
Identifies physical and human characteristics of place	5A: Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather. 5B: Identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.	Identifies 3 or more ways of how weather affects our daily lives (recess, clothing, activities, ozone days, etc.).  Explains how location affects jobs, activities, shelter, clothing, and food (all 5).	Identifies 2 ways of how weather affects our daily lives (recess, clothing, activities, ozone days, etc.).  Explains how location affects jobs, activities, shelter, clothing, and food (2 -4).	Identifies 0 -1 ways of how weather affects our daily lives (recess, clothing, activities, ozone days, etc.).  Explains how location affects jobs, activities, shelter, clothing, and food (0 -1).

<b>Economics</b>				
Explains the difference between wants and needs	6B: Explain the difference between needs and wants.	Gives 3 or more differences between wants and needs.	Gives 2 differences between wants and needs.	Gives 0 -1 differences between wants and needs.
Identifies basic needs and how they can be met	6A: Identify basic human needs of food, clothing, and shelter. 6C: Explain how basic human needs can be met such as through self-producing, purchasing, and trading.	Defines “needs” as food, water, clothing, and shelter (ALL!).  Explains how needs and wants can be met in different ways: self - producing, purchasing, trading (ALL 3).	Defines “needs” as food, water, clothing, and shelter (2 -3).  Explains how needs and wants can be met in different ways: self - producing, purchasing, trading (2).	Defines “needs” as food, water, clothing, and shelter (0 -1).  Explains how needs and wants can be met in different ways: self -producing, purchasing, trading (0 -1).
Identifies jobs in the home, school, and community	7A: Identify jobs in the home, school, and community. 7B: Explain why people have jobs.	Identifies 4 or more jobs in the home, school, and local community and explain why people have jobs.	Identifies 2 -3 jobs in the home, school, and local community and/or explain why people have jobs.	Identifies 0 -1 jobs in the home, school, and local community and/or explain why people have jobs.
<b>Government</b>				
Identifies authority figures and the purpose of rules	8A: Identify purposes for having rules. 8B: Identify rules that provide order, security, and safety in the home and school. 9A: Identify authority figures in the home, school, and community. 9B: Explain how authority figures make and enforce rules.	Identifies 4 or more authority figures in the home, school, and community and explains how they make and enforce rules.  Identifies 3 or more purposes for having rules (order, safety, security, equality, protection).	Identifies 2 -3 authority figures in the home, school, and community and/ or explains how they make and enforce rules.  Identifies 1 -2 purposes for having rules (order, safety, security, equality, protection).	Identifies 0 -1 authority figures in the home, school, and community and/ or explains how they make and enforce rules.  Unable to Identify purposes for having rules (order, safety, security, equality, protection).

**Citizenship**

Identifies important symbols, customs, and responsibilities that represent American beliefs and principles

10A: Identify the flags of the United States and Texas.  
 10B: Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.  
 10D: Use voting as a method for group decision making.

Identifies the US and Texas flags independently. ("Which flag is this?")

Recites US and TX pledges independently.

Identifies the US and Texas flags with teacher direction. ("Which is the US flag? Texas flag?")

Recites US or TX pledge independently.

Unable to identify the US and Texas flags with teacher direction.

Unable to recite US or TX pledge independently.

**Culture**

Identifies similarities and differences among people including family customs and traditions

11A: Identify similarities and differences among people such as kinship, laws, and religion.  
 11B: Identify similarities and differences among people such as music, clothing, and food.  
 12A: Describe and explain the importance of family customs and traditions.  
 12B: Compare family customs and traditions.

Tells 3 or more ways people are similar and different (kinship, laws, religion, music, clothing, food).

Compares/ contrasts own family customs/ traditions to at least 2 others.

Tells 2 ways people are similar and different (kinship, laws, religion, music, clothing, food).

Compares/ contrasts own family customs/ traditions to 1 other.

Tells 0 -1 ways people are similar and different (kinship, laws, religion, music, clothing, food).

Unable to compare own family customs/ traditions to others.

**Science, Technology and Society**

Describes ways technology has changed how people live

13A: Identify examples of technology used in the home and school.  
13B: Describe how technology helps accomplish specific tasks and meet people's needs.  
13C: Describe how his or her life might be different without modern technology.

Identifies 5 or more examples of technology used in the home and school.

Describes 3 or more ways of how technology helps accomplish tasks

Describes at least two ways technology keeps families connected (cellular devices, email, Facetime, transportation, etc.).

Identifies 3 -4 examples of technology used in the home and school.

Describes 2 ways of how technology helps accomplish tasks.

Describes one way technology keeps families connected (cellular devices, email, Facetime, transportation, etc.).

Identifies 1 -2 examples of technology used in the home and school.

Describes 0 -1 way of how technology helps accomplish tasks.

Unable to describe a way technology keeps families connected (cellular devices, email, Facetime, transportation, etc.).