

Social Studies
Standards-Based Report Card 2023-2024
5th Grade

Scoring Rubric:
3: Meets expectations
2: Approaching expectations
1: Beginning to learn expectations
Blank Box: Not assessed
IE: Insufficient evidence
Full Rubrics linked to standards

Social Studies	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. 5.TS.7.A.a - Identify, select, analyze, evaluate, and use resources to create a product of social inquiry.				
2. 5.TS.7.E.a - Generate compelling research questions about a social studies topic.				
3. 5.TS.7.E.b - Create and apply a research process to investigate a compelling social studies question.				
4. 5.TS.7.B.a - Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.				
5. 5.TS.7.B.b - Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.				
6. 5.TS.7.G.a - Research and defend a point of view/position on a social studies question.				

PS1, PS2, PS3, PS4, PS5, PS6 - Report in any quarter where sufficient data exists

Must report on at least 1 new PS every quarter, and must report on all 6 PS by the end of the year

5th Grade Short Form Social Studies Rubrics

5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Use visual tools to interpret • Draw conclusions that are supported using the visual tool • Make predictions based on the visual tool • Communicate information and ideas from the tool • Complete this independently and consistently. 	<ul style="list-style-type: none"> • Use visual tools • Draw conclusions but not yet fully supporting those conclusions • Make predictions that may not be based on the visual tool • Communicate information and ideas but may not yet connect that to the visual tool • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Not yet able to use visual tools draw conclusions or make predictions or communicate information and ideas

5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social inquiry.

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Identify and select resources • Analyze and evaluate resources • Use a minimum of 3 appropriate resources (map, timeline, and a resource of student choice) • Create a product of social inquiry • Complete this independently and consistently. 	<ul style="list-style-type: none"> • Identify and select resources • Use less than 3 appropriate resources but may not yet analyze or evaluate the sources • Create a product of social inquiry but not yet fully support with resources • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Not yet able to identify or select appropriate resources about the topic • Not yet able to create a product of social inquiry

5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Create products such as maps, graphs, timelines, charts, models, diagrams, etc. • Accurately communicate information • Organize clearly in order to demonstrate understanding of social studies topics • Do these independently and consistently. 	<ul style="list-style-type: none"> • May have created a product that is missing components (map key, labels, titles, headings, key vocabulary). • May not yet be logically organized or may not yet clearly communicate the purpose of the product. • May meet the standard inconsistently or with teacher assistance. 	<ul style="list-style-type: none"> • Not yet able to create a product to communicate information and understanding without teacher assistance • May not yet include essential information or may have incorrect information in their product • Product may not yet be complete.

5.TS.7.E.a Generate compelling research questions about a social studies' topic.

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Define a compelling, inquiry driven question Generate at least 3 compelling and open-ended research questions about a social studies topic Do these independently and consistently. 	<ul style="list-style-type: none"> Define a compelling, inquiry driven May generate one or two compelling questions about a social studies topic Not yet able to create compelling, inquiry driven questions Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Not yet able to generate a researchable question without substantial teacher support

5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question.

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Collects information from multiple sources. Takes notes in their own words. Annotates their sources. Complete this independently and consistently. 	<ul style="list-style-type: none"> Collects information from multiple sources. Takes notes in their own words. Annotates their sources. Meet the standard inconsistently or with teacher assistance. 	<ul style="list-style-type: none"> Not yet able to collect information and take notes without teacher assistance.

5.TS.7.G.a Research and defend a point of view/position on a social studies question.

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Pose appropriate questions Find a variety of valid resources (at least 3) Research a point of view/position on social studies topics Defend a point of view/position Present the answer in productive and respectful manner Address obvious counter arguments Do these independently and consistently. 	<ul style="list-style-type: none"> Pose appropriate questions Support an answer with resources but not yet address obvious counter arguments May still be developing successful argumentation skills May meet the standard inconsistently or with teacher assistance. 	<ul style="list-style-type: none"> May not yet develop appropriate questions May not yet identify appropriate resources Not yet able to research and/or defend a point of view/position

