

Social Studies  
Standards-Based Report Card 2023-2024  
1st Grade Level

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. <a href="#">1.TS.7.A.b</a> Identify and use artifacts to share information on Social Studies topics.				
2. <a href="#">1.TS.7.B.a</a> Create visual tools to communicate information.				
3. <a href="#">1.TS.7.D.a</a> Share findings about a Social Studies topic.				
4. <a href="#">1.TS.7.E.a</a> Ask supporting questions and find answers about Social Studies topics, with assistance.				

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

Must report on at least 1 PS every quarter, and must report on all 4 PS by the end of the year

## First Grade Short Form Social Studies Rubrics

<u>1.TS.7.A.b</u> Identify and use artifacts to share information on Social Studies topics.		
Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>Identify artifacts that connect to the topic</li> <li>Connect information about the artifacts to the current unit</li> <li>Clearly communicates learning.</li> <li>Complete this independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>May identify an artifact that generally connects to the topic</li> <li>May include an opinion or not enough information about the artifact</li> <li>Meets the standard inconsistently</li> <li>Needs teacher supported clarification</li> </ul>	<ul style="list-style-type: none"> <li>Not yet identify artifacts</li> <li>Chooses unrelated artifact</li> <li>Not yet be able to share information about the topic.</li> </ul>

<u>1.TS.7.B.a</u> Create visual tools to communicate information.		
Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>Create visual tools</li> <li>Clearly communicate</li> <li>Verbally communicate information that connects to the current unit</li> <li>Include facts and details</li> <li>Completes these independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>May create visual tools to communicate information</li> <li>May need teacher supported clarification</li> <li>Connects to the current unit</li> <li>May include an opinion or not enough information to support their conclusion</li> <li>May meet the standard inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>May create a visual that identifies a topic not directly connected to the current unit</li> <li>Not yet able to create a visual representation</li> <li>Not yet able to verbally explain their visual tool</li> </ul>

<u>1.TS.7.D.a</u> Share findings about a Social Studies topic.		
Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>Identify a social studies topic that connects to the current unit</li> <li>Share findings by clearly communicating a conclusion either visually, verbally, or in a written format</li> <li>Completes these independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>May identify a social studies topic connected to the current unit</li> <li>Share a finding by communicating a conclusion with teacher supported clarification</li> <li>May meet the standard inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>May identify a topic not directly connected to the current unit</li> <li>May be overly broad or too narrow in the findings</li> <li>May ask questions about the topic rather than drawing a conclusion..</li> </ul>

<u>1.TS.7.E.a</u> Ask supporting questions and find answers about Social Studies topics, with assistance.		
Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)

<ul style="list-style-type: none"> <li>• Asks supporting questions clearly connected to the essential question.</li> <li>• Shares findings by clearly communicating their answer either visually, verbally, or in a written format</li> <li>• Completes these consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• May pose a supporting question that is connected to the essential question</li> <li>• Shares their findings with support and prompting</li> <li>• Benefits from teacher supported clarification</li> </ul>	<ul style="list-style-type: none"> <li>• Not yet able to form a supporting question, or give answers to their supporting question.</li> <li>• Needs substantial teacher supported clarification or may meet the standard inconsistently.</li> </ul>
--	---	---