Social Studies Progress Report Rubrics

Kindergarten

MP 1– Identifies the roles and responsibilities of community members, and the purpose of rules and laws.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely Has difficulty	Occasionally With guidance and support	Usually With minimal guidance and support	Consistently Independently

Social Studies Progress Report Rubrics

Kindergarten

MP 2 – Demonstrates appropriate map skills and an understanding of needs and wants.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely Has difficulty	Occasionally With guidance and support	Usually With minimal guidance and support	Consistently Independently

Social Studies Progress Report Rubrics

Kindergarten

MP 3 – Understands the concept of a timeline and can describe differences between the present and the past.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely Has difficulty	Occasionally With guidance and support	Usually With minimal guidance and support	Consistently Independently

Social Studies Progress Report Rubrics

1st Grade

MP1 – Identifies and can describe different roles within a community.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to With minimal guidance and support is	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

1st Grade

MP2 - Can recognize and describe the concept of change over time.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to With minimal guidance and support is	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

1st Grade

MP3- Can identify and describe physical and human characteristics of a place.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to With minimal guidance and support is	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

2nd Grade

MP1 - Identifies and analyzes similarities and differences between communities*.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely is able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to independently With minimal guidance and support	Consistently is able to Independently is able to

**"Community" is broadly defined to include a group of people with common interests; a town, city, state, or region.*

Social Studies Progress Report Rubrics

2nd Grade

MP2- Identifies and describes the role of a government in meeting the needs of a community*.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely is able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to independently With minimal guidance and support	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

2nd Grade

MP3– Can identify and describe important people and patriotic symbols in our nations' history.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely is able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to independently With minimal guidance and support	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

3rd Grade

MP1 – Can describe how Connecticut played an important role in our country's history.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely is able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to independently With minimal guidance and support	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

3rd Grade

MP2 – Can describe the concept of push and pull factors and apply them to Connecticut and the US.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely is able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to independently With minimal guidance and support	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

3rd Grade

MP3- Can describe the way the CT state and local government works to support its citizens.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Rarely is able to Has difficulty	Sometimes is able to With guidance and support	Usually is able to independently With minimal guidance and support	Consistently is able to Independently is able to

Social Studies Progress Report Rubrics

4th Grade

MP1 - Demonstrates appropriate map and geographic skills.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty identifying continents and oceans, recognizing major geographic features, and applying key geographic concepts such as latitude and longitude.	With guidance and support, can identify most continents and oceans, describe basic geographic features, and begin to use latitude and longitude to locate places on a map.	Independently, or with minimal guidance, accurately identifies all seven continents and five oceans, describes a variety of geographic features, and uses latitude and longitude to locate places on a map.	Independently and consistently identifies all continents, oceans, and complex geographic features, accurately uses exact coordinates of latitude and longitude, and explains how geography influences human settlement and regional characteristics.

Social Studies Progress Report Rubrics

4th Grade

MP2 – Describe and explain how where you live impacts how you live with respect to US Regions.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty identifying states within U.S. regions, describing physical features and human characteristics, and explaining how people adapt to their environment.	With guidance and support, can identify some states within U.S. regions, describe basic physical features and human characteristics, and give simple examples of how people adapt to their environment.	With minimal guidance, accurately identifies states within U.S. regions, describes key physical features and human characteristics, and explains how where people live impacts how they adapt to their environment.	Independently and consistently identifies all states within U.S. regions, analyzes complex physical features and human characteristics, and compares how environmental adaptations shape daily life, culture, and economy across different regions.

Social Studies Progress Report Rubrics

4th Grade

MP3- Describe the social, political, economic, and cultural characteristics of various Indigenous Tribes.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty describing the social, political, economic, and cultural characteristics of Indigenous Tribes.	With guidance and support, can describe basic social, political, economic, or cultural characteristics of one or two Indigenous Tribes.	Independently, or with minimal guidance, accurately describes the social, political, economic, and cultural characteristics of various Indigenous Tribes.	Independently and consistently analyzes and compares the social, political, economic, and cultural characteristics across various Indigenous Tribes, explaining how geography and environment influenced their ways of life.

Social Studies Progress Report Rubrics

5th Grade

MP1- Describe and explain the impact of Exploration on the development of America, both positive and negative effects, and regional differences between the various colonies.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty describing the positive and negative impacts of Exploration on the development of America, as well as the regional differences among the colonies.	With guidance and support, can identify basic positive or negative effects of Exploration and recognize some regional differences between the New England, Middle, and Southern colonies.	Independently, or with minimal guidance, accurately describes and explains both positive and negative effects of Exploration on the development of America, and compares key regional differences (geographic, economic, and social) among the colonies.	Independently and consistently analyzes the complex positive and negative impacts of Exploration using multiple perspectives and explains how geography and early settlement patterns shaped distinct economic, political, and social systems across the colonial regions.

Social Studies Progress Report Rubrics

5th Grade

MP 2- Describe the ways the American Revolution changed the way various groups thought about what freedom means.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty describing the causes, major events, and outcomes of the American Revolution, explaining how different groups viewed freedom, and developing claims supported by evidence.	With guidance and support, can identify basic causes, key events, and outcomes of the American Revolution, recognize how some groups thought about freedom, and state simple claims with limited evidence.	Independently, or with minimal guidance, accurately describes the causes, major events, and outcomes of the American Revolution, explains how the war changed the way various groups thought about freedom, and develops clear claims supported by relevant historical evidence.	Independently and consistently analyzes the causes, turning points, and outcomes of the American Revolution, compares how diverse groups (e.g., Patriots, Loyalists, women, enslaved and free Black people, Indigenous peoples) experienced and redefined freedom, and constructs well-reasoned claims backed by multiple pieces of specific historical evidence.

Social Studies Progress Report Rubrics

5th Grade

MP3- Draws connections across historical periods.

N – Does Not Meet Grade Level Expectations	P – Progressing towards Grade Level Expectations	M – Meets Grade Level Expectations	E – Exceeds Grade Level Expectations
Has difficulty identifying patterns in history. Has difficulty recognizing the effects of historic events on later events. Has difficulty identifying the impact of past historic events on America today.	With guidance and support is able to identify patterns in history. With guidance and support is able to recognize the effects of historic events on later events. With guidance and support is able to identify the impact of past historic events on America today.	Is able to independently identify patterns in history. With minimal guidance and support is able to recognize the effects of historic events on later events. With minimal guidance and support is able to identify the impact of past historic events on America today.	Consistently able to independently identify and analyze patterns in history. Consistently is independently able to be able to recognize the effects of historic events on later events. Consistently is able to independently identify the impact of past historic events on America today explain their relevance to freedom and equality.