

First Grade Report Card Teacher Rubric 2011-2012

<b>SOCIAL STUDIES</b>					
<b>Historical Understandings</b>	<b>Emerging (1)</b>	<b>Progressing (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Evidence/Notes</b>
Describes the life of historical figures in American history (SS1H1)	Minimal ability to identify the contributions of and describe everyday life of Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit 7)	Inconsistently identifies the contributions of and describes everyday life of Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit 7)	Consistently and independently identifies the contributions of and describes everyday life of Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit 7)	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks
Explains how folktales characterize our national heritage (SS1H2)	Minimal ability to explain how folktales about John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley characterize our national heritage.	Inconsistently explains how folktales about John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley characterize our national heritage.	Consistently and independently explains how folktales about John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley characterize our national heritage.	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks

First Grade Report Card Teacher Rubric 2011-2012

Geographical Understandings	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Describe cultural and geographic systems associated with historical figures (SS161)	Minimal ability to describe the cultural and geographic systems associated with Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit 7)	Inconsistently describes the cultural and geographic systems associated with Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit 7)	Consistently and independently describes the cultural and geographic systems associated with Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit 7)	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks
Identify and locate city, county, state, nation, and continent on a map (SS162)	Minimal ability to identify and locate city, county, state, nation, and continent on a map	Inconsistently identifies and locates city, county, state, nation, and continent on a map	Consistently and independently identifies and locates city, county, state, nation, and continent on a map	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks
Locates major topographical features of the earth's surface (SS163)	Minimal ability locate the continents (North America, South America, African, Europe, Asia, Antarctica, and Australia), oceans (Arctic, Atlantic, Pacific, and Indian), and landforms (mountains, deserts, valleys, plateaus, and coasts)	Inconsistently locates continents (North America, South America, Africa, Europe, Asia, Antarctica, and Australia), oceans (Arctic, Atlantic, Pacific, and Indian), and landforms (mountains, deserts, valleys, plains, plateaus, and coasts)	Consistently and independently locates continents (North America, South America, Africa, Europe, Asia, Antarctica, and Australia), oceans (Arctic, Atlantic, Pacific, and Indian), and landforms (mountains, deserts, valleys, plains, plateaus, and coasts)	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks

First Grade Report Card Teacher Rubric 2011-2012

<b>Government/Civics</b>	<b>Emerging (1)</b>	<b>Progressing (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Evidence/Notes</b>
Describes how historical figures display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment <b>(SS1CG1)</b>	Minimal ability to describe how Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit7) display positive character traits	Inconsistently and with prompts describes how Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit7) display positive character traits	Consistently and independently describes how Benjamin Franklin (unit 2), Thomas Jefferson (unit 3), Meriwether Lewis, William Clark & Sacagawea (unit 4), Harriet Tubman (unit 6), Theodore Roosevelt (unit 8), and George Washington Carver (unit7) display positive character traits	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks
Explains the meaning of patriotic words to <i>America (My Country 'Tis of Thee)</i> and <i>America the Beautiful (SS1CG2)</i>	Minimal ability to explain the patriotic words to <i>America (My Country 'Tis of Thee)</i> and <i>America the Beautiful</i>	Inconsistently with prompts explains the patriotic words to <i>America (My Country 'Tis of Thee)</i> and <i>America the Beautiful</i>	Consistently and independently explains the patriotic words to <i>America (My Country 'Tis of Thee)</i> and <i>America the Beautiful</i>	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks
<b>Economics</b>	<b>Emerging (1)</b>	<b>Progressing (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Evidence/Notes</b>
Identify goods people make and services people provide each other <b>(SS1E1)</b>	Minimal ability to identify goods that people make and services that people provide for each other	Inconsistently and with prompts identifies goods that people make and services people provide each other	Consistently and independently identifies goods that people make and services that people provide for each other	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks

First Grade Report Card Teacher Rubric 2011-2012

<b>Economics</b>	<b>Emerging (1)</b>	<b>Progressing (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Evidence/Notes</b>
Explain that people have to make choices about goods and services because of scarcity <b>(SS1E2)</b>	Minimal ability to explain that people have to make choices about goods and services because of scarcity	Inconsistently and with prompts explains that people have to make choices about goods and services because of scarcity	Consistently and independently explains that people have to make choices about goods and services because of scarcity	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks
<b>Economics</b>	<b>Emerging (1)</b>	<b>Progressing (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Evidence/Notes</b>
Describes how people are both producers and consumers <b>(SS1E3)</b>	Minimal ability to describe how people are both producers and consumers	Inconsistently describes how people are both producers and consumers	Consistently and independently describes how people are both producers and consumers	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks
Describes the costs and benefits of personal spending and saving choices <b>(SS1E4)</b>	Minimal ability to describe the costs and benefits of personal saving and spending choices	Inconsistently and with prompts describes the costs and benefits of personal saving and spending choices	Consistently and dependently describes the costs and benefits of personal saving and spending choices	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self assessment, performance tasks