

KINDERGARTEN SOCIAL STUDIES REPORT CARD RUBRIC - Fourth Nine Weeks

NOTE: The following represent core/foundational knowledge and skills to prepare students for for 1st Grade Social Studies learning. Teachers are still expected to teach the remaining TEKS throughout the year (see Scope and Sequence). Also, standards new for each nine week period are indicated in blue.

Learning Goal	1 Area of Concern	2 Progress Being Made Towards Kindergarten State Standards	3 Meets Kindergarten State Standards	4 Understanding Goes Beyond Kindergarten State Standards
GOVERNMENT				
<p>The student can identify and explain the purpose of authority figures in the home, school, and community and explain how authority figures enforce rules.</p> <p>TEKS - K.8a,b</p>	<p>The student can NEITHER identify NOR explain the purpose of authority figures in the home, school, and community. The student also CANNOT explain how authority figures enforce rules.</p>	<p>The student can identify AND/OR explain the purpose of authority figures in the home, school, and community OR explain how authority figures enforce rules.</p>	<p>The student can identify and explain the purpose of authority figures in the home, school, and community and explain how authority figures enforce rules.</p>	<p>The student meets the standard AND can identify the responsibilities of these authority figures and/or the roles these figures play in the government.</p>
CITIZENSHIP				
<p>The student can identify the United States flag and the Texas flag and can recite the pledges to both.</p> <p>TEKS - K.9a,b</p>	<p>The student can NEITHER identify the United States flag and the Texas flag NOR can recite the pledges to both.</p>	<p>The student can identify the United States flag and the Texas flag but CANNOT recite the pledges to both.</p> <p>OR</p> <p>The student can identify the United States flag OR the Texas flag and can recite the pledges to ONE OF THEM.</p>	<p>The student can identify the United States flag and the Texas flag and can recite the pledges to both.</p>	<p>The student meets the standard AND can identify and explain the significance of at least one other state or national symbol such as the Liberty Bell and the Alamo.</p>
<p>The student participates in voting as a method for group decision-making.</p> <p>TEKS - K.9c, 13a, 14e, 15a</p>	<p>The student DOES NOT participate in voting as a method for group decision-making.</p>	<p>NONE</p>	<p>The student participates in voting as a method for group decision-making.</p>	<p>The student meets the standard AND can explain the voting process.</p>

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HISTORY				
<p>The student can demonstrate a commitment to the United States by identifying patriotic holidays (such as Constitution Day) and the customs associated with these holidays.</p> <p>TEKS - K.1a,b</p>	<p>The student DOES NOT demonstrate a commitment to the United States by identifying patriotic holidays (such as Constitution Day) NOR the customs associated with these holidays.</p>	<p>The student can demonstrate a commitment to the United States by identifying patriotic holidays (such as Constitution Day) BUT CANNOT identify customs associated with these holidays.</p>	<p>The student can demonstrate a commitment to the United States by identifying patriotic holidays (such as Constitution Day) and the customs associated with these holidays.</p>	<p>The student meets the standard AND can also describe the origins of these holidays.</p>
CULTURE				
<p>The student can compare people's customs and traditions.</p> <p>TEKS - K.11a,b</p>	<p>The student CANNOT compare people's customs and traditions.</p>	<p>The student can compare people's customs OR traditions.</p>	<p>The student can compare people's customs and traditions.</p>	<p>The student meets the standard AND can also explain the importance of these traditions to communities.</p>
GEOGRAPHY				
<p>The student can locate places using tools such as maps and globes and can describe these places using spatial vocabulary.</p> <p>TEKS - K.3a,b,c</p>	<p>The student CANNOT locate places using tools such as maps and globes and CANNOT describe these places using spatial vocabulary.</p>	<p>The student can locate places using tools such as maps and globes OR can describe these places using spatial vocabulary.</p>	<p>The student can locate places using tools such as maps and globes and can describe these places using spatial vocabulary.</p>	<p>The student meets the standard AND can locate places using the four cardinal directions.</p>

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<p>The student can identify physical characteristics of geographic locations and explain how these characteristics affect people's way of life.</p> <p>TEKS - K.4a,b</p>	<p>The student CANNOT identify physical characteristics of geographic locations NOR explain how these characteristics affect people's way of life.</p>	<p>The student can identify physical characteristics of geographic locations but CANNOT explain how these characteristics affect people's way of life.</p>	<p>The student can identify physical characteristics of geographic locations and explain how these characteristics affect people's way of life.</p>	<p>The student meets the standard AND can locate differing geographic locations using a map or globe.</p>
SOCIAL STUDIES SKILLS				
<p>The student can put historical events in chronological order using vocabulary related to time.</p> <p>TEKS - K.14a,b</p>	<p>The student CANNOT put historical events in chronological order NOR use vocabulary related to time.</p>	<p>The student can put historical events in chronological order but CANNOT use vocabulary related to time.</p> <p>OR</p> <p>The student CANNOT put historical events in chronological order but CAN use vocabulary related to time.</p>	<p>The student can put historical events in chronological order using vocabulary related to time.</p>	<p>The student meets the standard AND can use a simple timeline to distinguish among past, present, and future.</p>
ECONOMICS				
<p>The student can explain the difference between wants and needs as it relates to food, shelter, and clothing.</p> <p>TEKS - K.5b</p>	<p>The student CANNOT explain the difference between wants and needs as it relates to food, shelter, NOR clothing.</p>	<p>The student can explain the difference between wants and needs as it relates to at least one of the following: food, shelter, and clothing.</p>	<p>The student can explain the difference between wants and needs as it relates to food, shelter, and clothing.</p>	<p>The student meets the standard AND can identify examples of people wanting more than they can have or can explain why wanting more requires that people make choices.</p>

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<p>The student can explain why people have jobs and can identify types of jobs in the home, school, and community.</p> <p>TEKS - K.6a,b</p>	<p>The student CANNOT explain why people have jobs and CANNOT identify types of jobs in the home, school, and community.</p>	<p>The student can explain why people have jobs OR can identify types of jobs in the home, school, and community.</p>	<p>The student can explain why people have jobs and can identify types of jobs in the home, school, and community.</p>	<p>The student meets the standard AND can describe the tools of various jobs and the characteristics of a job well performed.</p>
SCIENCE, TECHNOLOGY, AND SOCIETY				
<p>The student can identify examples of technology used in the home and in school and describe how technology helps meet people's needs.</p> <p>TEKS - K.12a,b</p>	<p>The student can NEITHER identify examples of technology used in the home and in school NOR describe how technology helps meet people's needs.</p>	<p>The student can identify examples of technology used in the home and in school OR describe how technology helps meet people's needs.</p>	<p>The student can identify examples of technology used in the home and in school and describe how technology helps meet people's needs.</p>	<p>The student meets the standard AND can identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.</p>