

Social Studies Common Rubric

Trait	4 – Exceeds Standard	3.5	3 – Meets Standard	2.5	2 – Approaching Standard	1.5	1 – Attempting Standard
Trait 1: Claim and Counterclaim	An argument is introduced that states and answers, in detail, the inquiry/focus question. Uses alternate perspective or opposing claim to strengthen claim or thesis, by supporting it with specific evidence.		An argument (claim or thesis) is introduced that states and answers the inquiry/focus question. An alternate perspective or opposing claim is clearly presented and discussed.		An argument (claim or thesis) is introduced that states the inquiry/focus question. Acknowledges and discusses counter/opposing evidence or an alternate or opposing claim.		Argument is not clearly presented. Specifies contrary evidence or opposing claim.
Trait 2: Sourcing	Accurately identifies all primary or secondary sources. Sources are accurately credited using parenthetical citations (Author (gg) Document #, year).		Accurately identifies all primary or secondary sources. Sources are accurately credited using parenthetical citations (Author (gg) Document #, year).		Accurately identifies most sources as primary or secondary. Most sources are accurately credited using parenthetical citations (Author (gg) Document #, year).		Accurately identifies some sources as primary or secondary. Some sources are accurately credited using parenthetical citations (Author (gg) Document #, year).
Trait 3: Evidence	Evidence (specific information (gg) quotations) is introduced (with sentence starter) and accurately and consistently explained to support a claim or thesis.		Evidence (specific information (gg) quotations) is introduced (with sentence starter) and accurately explained to support a claim.		Evidence (specific information (gg) quotations) is included to support a claim but is not explained.		Evidence is primarily opinions and facts that are inaccurate or not relevant to the argument or concept.
Trait 4: Historical Information and Concepts	Accurate and relevant historical information and concepts is used to elaborate and strengthen.		Accurate and relevant historical information and/or concepts are included and demonstrate an understanding of the		Historical information or concepts are included but illustrate limited understanding of the		Demonstrates significant confusion about historical information or concepts.

Social Studies Rubric For Third Grade

Daniel R. Venables



Social Studies Rubric For Third Grade:

Hands-On Social Studies, Grade 3 Jennifer Lawson, 2005 Hands On Social Studies for Ontario is filled with a year's worth of classroom tested activities The grade 3 book is divided into two units Communities in Canada 1780 1850 and Living and Working in Ontario With materials for both teachers and students this new edition includes many familiar great features curriculum correlation charts summary charts showing expectations complete easy to follow lesson plans visuals and blackline masters material lists and hands on student centered activities Exciting new features include photos files that relate to the lesson topic's ideas for extending the learning opportunities for self reflection and activating prior knowledge authentic assessment for as and of learning opportunities the five components of the inquiry model concepts of social studies thinking guided inquiry questions and learning goals and support for developing historical thinking skills **Hands-On Social Studies for Ontario, Grade 3** Jennifer E. Lawson, 2021-06-30 Filled with a year's worth of classroom tested hands on minds on activities this resource conveniently includes everything both teachers and students need The grade 3 book is divided into two units Communities in Canada 1780 1850 Living and Working in Ontario **STAND OUT FEATURES** focuses on the goals of the Ontario Social Studies curriculum adheres to the Growing Success document for assessment evaluating and reporting in Ontario schools builds understanding of Indigenous knowledge and perspectives **TIME SAVING COST EFFECTIVE FEATURES** includes the five components of the inquiry model opportunities for self reflection and activating prior knowledge authentic assessment for as and of learning social studies thinking concepts guided inquiry questions and learning goals support for developing historical thinking skills access to digital image banks and digital reproducibles Find download instructions in the Appendix of the book *Hands-On Social Studies for Manitoba, Grade 3* Jennifer Lawson, 2003 This teacher resource offers a detailed introduction to the program which includes its guiding principles implementation guidelines an overview of the social studies skills that grade 3 students use and develop and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the WNCP Social Studies Curriculum This resource has four instructional units Unit 1 Connecting With Canadians Unit 2 Exploring the World Unit 3 Communities of the World Unit 4 Exploring an Ancient Society The Vikings Each unit is divided into lessons that focus on specific curricular outcomes Each lesson has materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals **Essentials of Elementary Social Studies** William B. Russell III, Stewart Waters, 2021-08-30 Essentials of Elementary Social Studies is a teacher friendly text that provides comprehensive treatment of classroom planning instruction and strategies Praised for its dynamic approaches and a writing style that is conversational personal and professional this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies This sixth edition has been refined with new and relevant topics and strategies needed for effectively teaching elementary social studies A few of new features include An

expanded chapter on the decision making process in elementary social studies This chapter provides additional discussion about the importance of helping young learners better understand the decision making process and offers strategies for helping teachers make connections between choices values character development and social justice An updated chapter on technology designed to better prepare elementary teachers to effectively incorporate technology into social studies instruction Attention is given to virtual teaching and learning media literacy teaching with film and numerous other ways to improve teaching and learning in the digital age Updated further readings and helpful resources for all chapters to include supplemental digital and video sources related to various topics throughout the chapter New Checking for Understanding section at the end of each chapter that focuses on comprehension application and reflection on key concepts throughout the chapters An updated chapter on lesson plans in keeping with the book s emphasis on planning and teaching This chapter is designed to provide elementary social studies teachers with new classroom tested lesson plans and includes two classroom tested lessons for each grade level K 6

Essentials of Elementary Social Studies Thomas N. Turner, Stewart Waters, 2013 Essentials of Elementary Social Studies is a teacher friendly text that provides comprehensive treatment of classroom planning instruction and strategies Praised for its dynamic approaches and a writing style that is conversational personal and professional this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies New to this Edition This fourth edition has been significantly refined with new and relevant topics and strategies needed for effectively teaching elementary social studies Keeping with the book s emphasis on planning and teaching a full new chapter on lesson plans has been added This chapter is designed to provide elementary teachers with 14 classroom tested lessons for each grade level K 6 A new chapter on technology is designed to better prepare elementary teachers to effectively teach social studies with technology Attention is given to digital history media literacy teaching with film and music and numerous other types of impactful technology Each chapter now includes a Resources section The resources section provides various resources for further development The section includes articles books and web resources Each chapter now includes Extension and Focus activities These activities provide readers with the opportunity to extend the learning experience with relevant and meaningful scenarios Instructors can also use the extension and focus activities as class activities Brand new companion website expands on chapter content and provides resources for further study www.routledge.com/cw/turner

Visualizing Elementary Social Studies Methods John K. Lee, 2007-09-17 This debut edition of Visualizing Elementary Social Studies offers students a unique way to explore issues and ideas about how to teach social studies using text pictures and graphics brought together in a stimulating and thoughtful design In this book content and pedagogy are blended to take advantage of the rich visual context that National Geographic images provide Students who use this book will explore central teacher education topics in elementary social studies along with concepts and ideas from social studies disciplines including history geography political science economics and behavioral sciences

Visualizing Elementary Social Studies is infused with explorations of how to teach in subject matter contexts given the democratic purposes of social studies This Wiley Visualizing title is a unique book that combines Wiley's expertise in creating top quality textbooks with rich visual resources such as photographs maps illustrations diagrammatic art and videos and the content and teaching expertise of new and current authors and unique partnerships Visualizing Elementary Social Studies relies heavily on the integration of these visuals with text to elucidate concepts for students and solidify their understanding of them The goal is to help students understand the world around them and interpret what they see in a meaningful accurate and exciting way The content design and layout of the titles take advantage of the full capacity in which students process information visual as well as verbal Looking for a more cost effective way to purchase this text Check out www.wiley.com/college/wileyflex to learn more

From Standards to Rubrics in Six Steps Kay Burke, 2010-10-18 Featuring a comprehensive six step process for moving from standards to rubrics this updated bestseller helps teachers build tasks checklists and rubrics differentiate for special needs and more

32 Quick and Fun Content Area Computer Activities Grade 3 Kathy Kopp, 2006-02 Incite 3rd grade students enthusiasm to learn using technology in the curriculum You'll enhance learning and encourage high order thinking by incorporating a technology project for every week of the school year Students will develop key technology skills in word processing spreadsheets multimedia presentations and using the Internet while you teach regular classroom content Lessons are divided among content areas and the flexible projects are great for computer centers labs or one computer classrooms The easy to follow teacher instructions and step by step student directions make this resource a hit in the classroom The included Teacher Resource CD contains sample projects templates and assessment rubrics 160pp

Using Developmentally Appropriate Practices to Teach the Common Core Lisa S. Goldstein, 2015-07-16 Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 provides current and prospective primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with developmentally appropriate practices DAP the instructional approach generally preferred by teachers of young children The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP friendly set of curriculum guidelines Next the CCSS ELA and CCSS M for Grades K 3 are unpacked analyzed synthesized and cross referenced to key features of DAP Finally several hot topic issues differentiating instruction to meet the needs of all learners ensuring equitable access to the curriculum for English Language Learners addressing assessment and accountability expectations and educating parents and families about the CCSS and DAP are prioritized and examined in depth Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers

Social Studies for Young Children Gayle Mindes, 2013-11-01 Social studies is at the heart of content in education and takes on society's best hopes for helping children become good citizens and winners in the global economy In its comprehensive scope

Social Studies for Young Children Preschool and Primary Curriculum Anchor fulfills the promise of social studies as an integrator of the knowledge and experiences of young children Filled with strategies activities and resources this book helps teachers develop a holistic culturally relevant approach to social studies and social learning It surveys the relevant state and national standards and offers essential guidance on how to integrate them into the curriculum while at the same time looking beyond the tests to foster young social scientists development into critical thinkers and lifelong learners Special features include Children s literature to foster social studies understanding Digital media for teaching and learning Emphasis on cross disciplinary synthesis

How to Create and Use Rubrics for Formative Assessment and Grading Susan M.

Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

Handbook of Formative Assessment in the Disciplines Heidi L. Andrade, Randy E. Bennett, Gregory J. Cizek, 2019-05-14

The Handbook of Formative Assessment in the Disciplines meaningfully addresses current developments in the field offering a unique and timely focus on domain dependency Building from an updated definition of formative assessment the book covers the integration of measurement principles into practice the operationalization of formative assessment within specific domains beyond generic strategies evolving research directions including student involvement and self regulation and new approaches to the challenges of incorporating formative assessment training into pre service and in service educator training As supporters of large scale testing programs increasingly consider the potential of formative assessments to improve teaching and learning this handbook advances the subject through novel frameworks intersections of theory research and practice and attention to discernible disciplines Written for instructors graduate students researchers and policymakers each

chapter provides expert perspectives on the procedures and evaluations that enable teachers to adapt teaching and learning in process toward student achievement **Practical Portfolios** Karen Delario,Susan Mundell,1994-01-15 Using portfolios is a great way to build skills reinforce learning communicate achievements and prepare students for future challenges Packed with reproducibles mini lessons and ideas this guide provides everything you need to easily launch a successful portfolio program It gives directions for students on how to assemble organize and maintain their portfolios and offers teachers convenient mini lessons for developing and completing rubrics for evaluation Guidelines for student led parent conferences where students learn how to share their portfolios and their accumulated examples of accomplishments are also included Grades 3 6 **Smart Tests** Catherine M. Walker,Edgar Schmidt,Kat Mototsune,2004 High stakes accountability and the growing move towards standardized testing are placing teacher knowledge and assessment skills under ever increasing scrutiny Teachers know what is going on in their classrooms and have first hand reliable evidence of what their students can accomplish They can be the major factor in student assessment and help their students better demonstrate what they have learned Smart Tests shows educators how to create well structured evaluation tools that match assessment tasks to the purpose and content of instruction Teachers learn how to relate testing directly to classroom goals and activities and make assessment an integral part of learning and teaching not just the end result They will find the information they need to build assessment tasks that give students in grades K 8 the opportunity to succeed These tasks encourage students to apply new knowledge reflect and defend their thoughts and opinions and connect what they learn the world beyond the classroom

Facilitating Teacher Teams and Authentic PLCs Daniel R. Venables,2017-12-20 As professional learning communities become more widespread educators have learned that they can't simply form grade level or subject area teams and call it a day To profoundly affect teacher practice and student learning PLCs need strong and knowledgeable leadership In Facilitating Teacher Teams and Authentic PLCs Daniel R Venables draws on his extensive experience helping schools and districts implement effective PLCs to explore this crucial but often overlooked need Taking a two pronged approach to PLC facilitation Venables offers targeted guidance both for leading the people in teacher teams and for facilitating their work This practical resource provides Strategies for facilitating interactions among colleagues in PLCs and building trust and buy in Field tested user friendly protocols to focus and deepen team discussions around texts data teacher and student work teacher dilemmas and collaborative planning time Tips for anticipating and addressing interpersonal conflicts and obstacles that commonly arise during use of protocols Current and prospective PLC facilitators at every grade level will find this book an essential guide to navigating the challenging and rewarding endeavor of leading authentic PLCs Build your skills and help your team rise to the next level **Scoring Rubrics in the Classroom** Judith Arter,Jay McTighe,2000-09-14 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical

approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance *Real Classrooms, Real Teachers* Kristy A. Brugar, Kathryn L. Roberts, 2021-07-01 As social studies standards shift to place a higher emphasis on critical thinking inquiry interaction and expression many teachers are scrambling to figure out how to appropriately shift their instruction accordingly This book provides examples and ideas for working with elementary and middle school students to build social studies skills and knowledge in order to become independent learners and thinkers Teaching these skills helps to support students in ways which are important to them and to society at large *Real Classrooms Real Teachers The C3 Inquiry in Practice* is aimed at in service and pre service teachers grades 3 8 This text includes six sections an introduction one section for each of the four dimensions of the C3 Framework for Social Studies State Standards National Council for the Social Studies 2013 and a conclusion Each chapter begins with a vignette based on a real life social studies lesson authored by a practicing teacher or researcher This is followed by a sample lesson plan associated with the vignette and suggestions for appropriate texts and supporting materials as well as suggestions for modifications *Literacy Assessment and Intervention for Classroom Teachers* Beverly DeVries, 2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources *The Parallel Curriculum* Carol Ann Tomlinson, Sandra N. Kaplan, Joseph S. Renzulli, Jeanne H. Purcell, Jann H. Leppien, Deborah E. Burns, Cindy A. Strickland, Marcia B. Imbeau, 2008-10-22 The Parallel Curriculum Model helps teachers not only strengthen their knowledge and pedagogy but also rediscover a passion for their discipline based on their deeper more connected understanding Our students think critically and deeply at a level I have never before witnessed Tony Poole Principal Sky Vista Middle School Aurora CO What makes this book unique is its

insistence on the development of conceptual understanding of content and its focus on the abilities interests and learning preferences of each student H Lynn Erickson Educational Consultant Author of Stirring the Head Heart and Soul The approach honors the integrity of the disciplines while remaining responsive to the diversity of learners that teachers encounter Jay McTighe Educational Consultant Coauthor of Understanding by Design Engage students with a rich curriculum that strengthens their capacity as learners and thinkers Based on the premise that every learner is somewhere on a path toward expertise in a content area this resource promotes a curriculum model for developing the abilities of all students and extending the abilities of students who perform at advanced levels The Parallel Curriculum Model PCM offers four curriculum parallels that incorporate the element of Ascending Intellectual Demand to help teachers determine current student performance levels and develop intellectual challenges to move learners along a continuum toward expertise Updated throughout and reflecting state and national content standards this new edition Helps teachers design learning experiences that develop PreK 12 learners analytical critical and creative thinking skills in each subject area Provides a framework for planning differentiated curriculum Includes examples of curriculum units sample rubrics and tables to help implement the PCM model The Parallel Curriculum effectively promotes educational equity and excellence by ensuring that all students are adequately challenged and supported through a multidimensional high quality curriculum [Resources in Education](#) ,2001-04

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