

Sparta Township Public Schools

Kindergarten Trimester Benchmarks

Social Studies

1) Demonstrates an understanding of vocabulary and concepts

Trimester & Proficiency	1 - Minimal Progress	2 - Approaching	3 - Meeting	4 - Exceeding
1st	Not grasping key concepts, processes and essential vocabulary. Area of concern that requires support	Beginning to grasp and apply key concepts, processes and vocabulary. Progressing towards stated benchmarks.	Student demonstrates an understanding of concepts, knowledge and skills expected at this grade level	Student independently demonstrates an understanding of concepts, knowledge and skills beyond expectations and consistently shows evidence of higher-level thinking
2nd	Not grasping key concepts, processes and essential vocabulary. Area of concern that requires support	Beginning to grasp and apply key concepts, processes and vocabulary. Progressing towards stated benchmarks.	Student demonstrates an understanding of concepts, knowledge and skills expected at this grade level	Student independently demonstrates an understanding of concepts, knowledge and skills beyond expectations and consistently shows evidence of higher-level thinking
3rd	Not grasping key concepts, processes and essential vocabulary. Area of concern that requires support	Beginning to grasp and apply key concepts, processes and vocabulary. Progressing towards stated benchmarks.	Student demonstrates an understanding of concepts, knowledge and skills expected at this grade level	Student independently demonstrates an understanding of concepts, knowledge and skills beyond expectations and consistently shows evidence of higher-level thinking

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2) Applies knowledge to classroom discussions and activities

Trimester & Proficiency	1 - Minimal Progress	2 - Approaching	3 - Meeting	4 - Exceeding
1st	With prompting and support, student is unable to apply knowledge to classroom discussions and activities.	With prompting and support, student sometimes applies knowledge to classroom discussions and activities.	With prompting and support, student applies knowledge to classroom discussions and activities.	Student independently applies knowledge to classroom discussions and often takes a leadership role in small groups.
2nd	With prompting and support, student is unable to apply knowledge to classroom discussions and activities.	With prompting and support, student sometimes applies knowledge to classroom discussions and activities.	With prompting and support, student applies knowledge to classroom discussions and activities.	Student independently applies knowledge to classroom discussions and often takes a leadership role in small groups.
3rd	With prompting and support, student is unable to apply knowledge to classroom discussions and activities.	With prompting and support, student sometimes applies knowledge to classroom discussions and activities.	With prompting and support, student applies knowledge to classroom discussions and activities.	Student independently applies knowledge to classroom discussions and often takes a leadership role in small groups.

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3) Explains orally or in writing how past events impact the present

Trimester & Proficiency	1 - Minimal Progress	2 - Approaching	3 - Meeting	4 - Exceeding
1st	With prompting and support, student is unable to describe the impact of past events on the present.	With prompting and support, student can sometimes describe the impact of past events on the present.	With prompting and support, student describes the impact of past events on the present.	With prompting and support, student describes the impact of past events on the present and can anticipate outcomes in similar situations.
2nd	With prompting and support, student is unable to describe the impact of past events on the present.	With prompting and support, student can sometimes describe the impact of past events on the present.	With prompting and support, student describes the impact of past events on the present.	With prompting and support, student describes the impact of past events on the present and can anticipate outcomes in similar situations.
3rd	With prompting and support, student is unable to describe the impact of past events on the present.	With prompting and support, student can sometimes describe the impact of past events on the present.	With prompting and support, student describes the impact of past events on the present.	With prompting and support, student describes the impact of past events on the present and can anticipate outcomes in similar situations.

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