

Social Studies Standards-Based Report Card Rubric – Second Grade

Domain: Historical Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Applies critical thinking skills to organize and use information from a variety of resources to understand historical figures in Georgia history and Georgia’s Creek, Cherokee cultures	SS2H1,2	<p>-Student minimally describes the lives and contributions of historical figures in Georgia history</p> <p>- Student minimally describes the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments</p>	<p>-Student inconsistently describes the lives and contributions of historical figures in Georgia history</p> <p>- Student inconsistently describes the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments</p>	<p>-Student consistently describes the lives and contributions of historical figures in Georgia history</p> <p>- Student consistently describes the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments</p>	<p>Student consistently describes the lives and contributions of historical figures in Georgia history and demonstrates or self-initiates further learning</p> <p>- Student consistently describes the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments and demonstrates or self-initiates further learning</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q4
Domain: Geographic Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Applies critical thinking skills to organize and use information from a variety of resources to understand Georgia’s Creek and Cherokee cultures and features of Georgia	SS2G1,2	<p>-Student minimally locates and compares major topographical features of Georgia and describes how these features define Georgia’s surface</p> <p>-Student minimally describes the cultural and geographic systems associated with Georgia’s Creek and Cherokee</p>	<p>-Student inconsistently locates and compares major topographical features of Georgia and describes how these features define Georgia’s surface</p> <p>-Student inconsistently describes the cultural and geographic systems associated with Georgia’s Creek and Cherokee</p>	<p>-Student consistently locates and compares major topographical features of Georgia and describes how these features define Georgia’s surface</p> <p>-Student consistently describes the cultural and geographic systems associated with Georgia’s Creek and Cherokee</p>	<p>-Student consistently locates and compares major topographical features of Georgia and describes how these features define Georgia’s surface</p> <p>-Student consistently describes the cultural and geographic systems associated with Georgia’s Creek and Cherokee</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	

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Domain: Government/Civic Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Applies critical thinking skills to organize and use information from a variety of resources to understand government concepts	SS2CG1,2,3	<p>-Student minimally defines the concept of government and the need for rules and laws</p> <p>-Student minimally identifies members of the executive branch (President, Governor, Mayor) and where they work</p> <p>-Student minimally gives examples of how the historical figures (SS2H1) demonstrate positive citizenship traits</p>	<p>-Student minimally defines the concept of government and the need for rules and laws</p> <p>-Student minimally identifies members of the executive branch (President, Governor, Mayor) and where they work</p> <p>-Student minimally gives examples of how the historical figures (SS2H1) demonstrate positive citizenship traits</p>	<p>-Student consistently defines the concept of government and the need for rules and laws</p> <p>-Student consistently identifies members of the executive branch (President, Governor, Mayor) and where they work</p> <p>-Student consistently gives examples of how the historical figures (SS2H1) demonstrate positive citizenship traits</p>	<p>-Student consistently defines the concept of government and the need for rules and laws</p> <p>-Student consistently identifies members of the executive branch (President, Governor, Mayor) and where they work</p> <p>-Student consistently gives examples of how the historical figures (SS2H1) demonstrate positive citizenship traits</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q4
Domain: Economic Understandings							
Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Applies critical thinking skills to organize and use information from a variety of resources to understand economic concepts	SS2E1,2,3,4	<p>-Student minimally explains that because of scarcity, people must make choices that result in opportunity costs</p> <p>-Student minimally identifies some ways in which goods and services are allocated</p> <p>-Student minimally explains that people usually use money to obtain the goods and services they want and explains how money</p>	<p>-Student inconsistently explains that because of scarcity, people must make choices that result in opportunity costs</p> <p>-Student inconsistently identifies some ways in which goods and services are allocated</p> <p>-Student inconsistently explains that people usually use money to obtain the goods and services they want and explains how money</p>	<p>-Student consistently explains that because of scarcity, people must make choices that result in opportunity costs</p> <p>-Student consistently identifies some ways in which goods and services are allocated</p> <p>-Student consistently explains that people usually use money to obtain the goods and services they want and explains how money</p>	<p>-Student consistently explains that because of scarcity, people must make choices that result in opportunity costs and demonstrates or self-initiates further learning</p> <p>-Student consistently identifies some ways in which goods and services are allocated and demonstrates or self-initiates further learning</p> <p>-Student consistently explains that people</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q4



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		<p>makes trade easier than barter</p> <p>-Student minimally describes the costs and benefits of personal saving and spending choices</p>	<p>makes trade easier than barter</p> <p>-Student inconsistently describes the costs and benefits of personal saving and spending choices</p>	<p>makes trade easier than barter</p> <p>-Student consistently describes the costs and benefits of personal saving and spending choices</p>	<p>usually use money to obtain the goods and services they want and explains how money makes trade easier than barter and demonstrates or self-initiates further learning</p> <p>-Student consistently describes the costs and benefits of personal saving and spending choices and demonstrates or self-initiates further learning</p>		
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