

Social Studies Standards-Based Report Card Rubric – Third 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 informational processing skills and uses information from a variety of resources to understand American Indians	SS3H1,2,3	<p>-Student minimally describes early American Indian cultures and their development in North America</p> <p>-Student minimally describes European exploration in North America</p> <p>-Student minimally explains the factors that shaped British Colonial America</p>	<p>-Student inconsistently describes early American Indian cultures and their development in North America</p> <p>-Student inconsistently describes European exploration in North America</p> <p>-Student inconsistently explains the factors that shaped British Colonial America</p>	<p>-Student consistently describes early American Indian cultures and their development in North America</p> <p>-Student consistently describes European exploration in North America</p> <p>-Student consistently explains the factors that shaped British Colonial America</p>	<p>-Student consistently describes early American Indian cultures and their development in North America and demonstrates or self-initiates further learning</p> <p>-Student consistently describes European exploration in North America and demonstrates or self-initiates further learning</p> <p>-Student consistently explains the factors that shaped British Colonial America and demonstrates or self-initiates further learning</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q2, Q3, 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 map and globe skills and uses information from a variety of resources to understand exploration and colonization of North America	SS3G1,2,3	<p>-Student minimally locates major topographical features on a physical map of the United States</p> <p>-Student minimally locates and describes the equator, prime meridian, and lines of latitude and longitude on a globe</p> <p>-Student minimally describes how physical</p>	<p>-Student inconsistently locates major topographical features on a physical map of the United States</p> <p>-Student inconsistently locates and describes the equator, prime meridian, and lines of latitude and longitude on a globe</p>	<p>-Student consistently locates major topographical features on a physical map of the United States</p> <p>-Student consistently locates and describes the equator, prime meridian, and lines of latitude and longitude on a globe</p>	<p>-Student consistently locates major topographical features on a physical map of the United States and demonstrates or self-initiates further learning</p> <p>-Student consistently locates and describes the equator, prime meridian, and lines of latitude and longitude on a globe and</p>	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q2, Q3, Q4

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		systems affect human systems	-Student inconsistently describes how physical systems affect human systems	-Student consistently describes how physical systems affect human systems	demonstrates or self-initiates further learning -Student consistently describes how physical systems affect human systems and demonstrates or self-initiates further learning		
Domain: Civics/Government 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 informational processing skills and uses information from a variety of resources to understand the levels, branches, responsibilities of government, citizenship	SS3CCG1,2	-Student minimally describes the elements of representative democracy/republic in the United States -Student minimally explains the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic	-Student inconsistently describes the elements of representative democracy/republic in the United States -Student inconsistently explains the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic	-Student consistently describes the elements of representative democracy/republic in the United States -Student consistently explains the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic	-Student consistently describes the elements of representative democracy/republic in the United States and demonstrates or self-initiates further learning -Student consistently explains the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic and demonstrates or self-initiates further learning	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-assessments, performance tasks	Q1, Q2, Q3, 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 informational processing skills and uses information from a variety of resources to understand basic economic concepts	SS3E1,2,3,4	-Student minimally defines and gives examples of the four types of productive resources -Student minimally explains that governments provide certain types of	-Student inconsistently defines and gives examples of the four types of productive resources -Student inconsistently explains that	-Student consistently defines and gives examples of the four types of productive resources -Student consistently explains that	-Student consistently defines and gives examples of the four types of productive resources and demonstrates or self-initiates further learning	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self-	Q2, Q3



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		<p>goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes</p> <p>-Student minimally gives examples of interdependence and trade and explains the benefits of voluntary exchange</p> <p>-Student minimally explains the concept of opportunity cost as it relates to making a saving or spending choice</p>	<p>governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes</p> <p>-Student inconsistently gives examples of interdependence and trade and explains the benefits of voluntary exchange</p> <p>-Student inconsistently explains the concept of opportunity cost as it relates to making a saving or spending choice</p>	<p>governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes</p> <p>-Student consistently gives examples of interdependence and trade and explains the benefits of voluntary exchange</p> <p>-Student consistently explains the concept of opportunity cost as it relates to making a saving or spending choice</p>	<p>-Student consistently explains that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes and demonstrates or self-initiates further learning</p> <p>-Student consistently gives examples of interdependence and trade and explains the benefits of voluntary exchange and demonstrates or self-initiates further learning</p> <p>-Student consistently explains the concept of opportunity cost as it relates to making a saving or spending choice and demonstrates or self-initiates further learning</p>	<p>assessments, performance tasks</p>	
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