

Standards Based Report Card Rubric: 3rd Grade Social Studies

Report Card Section	Standard Assessed	Assessment of Mastery		
		Met Standard (MS)	Approaching Standard (AS)	Insufficient Progress to the Standard (IPS)
Geography				
Demonstrates an understanding of map skills	5A: Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community. 5B: Use a scale to determine the distance between places on maps and globes 5C: Identify and use the compass rose, grid system, and symbols to locate places on maps and globes. 5D: Create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.	Can independently use and identify cardinal and intermediate directions, and use a scale to determine distance, and create a map using map elements.	Can use and identify some cardinal and intermediate directions, and use a scale to determine distance, and create a map using map elements with assistance.	Little to no ability to use and identify cardinal and intermediate directions, and use a scale to determine distance, and create a map using map elements.
Demonstrates an understanding of how the physical environment affects humans and where they live	4A: Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.	Can independently explain multiple ways how the physical environment affects humans and where they live.	Can explain 1 or 2 ways of how the physical environment affects humans and where they live with assistance.	Little to no ability to explain multiple ways of how the physical environment affects humans and where they live.

Citizenship

<p>Identifies and explains characteristics of good citizenship as exemplified by historic figures and contemporary people and their impact on communities</p>	<p>11A: Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting. 11C: Identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.</p>	<p>Can independently identify and explain all – truthfulness, justice, equality, respect, responsibility, obeying laws and participation in government and can identify historical figures who exemplify good citizenship.</p>	<p>Can identify and explain, some but not all – truthfulness, justice, equality, respect, responsibility, obeying laws and participation in government and/ or can identify historical figures who exemplify good citizenship.</p>	<p>Little or no ability to identify and explain truthfulness, justice, equality, respect, responsibility, obeying laws and participation in government and can identify historical figures who exemplify good citizenship.</p>
<p>Identifies and explains the impact of individual and group decisions on communities</p>	<p>12A: Give examples of community changes that result from individual or group decisions. 12B: Identify examples of actions individuals and groups can take to improve the community. 12C: Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</p>	<p>Can independently provide multiple examples of how groups or individual decisions Impacts a community for the common good and provide examples of nonprofit and/or civic organizations.</p>	<p>Can provide 1 or 2 examples of how groups or individual decisions impacts a community for the common good and provide examples of nonprofit and/or civic organizations with assistance.</p>	<p>Little or no ability to provide multiple examples of how groups or individual decisions impacts a community for the common good and provide examples of nonprofit and/or civic organizations.</p>

Culture

<p>Explains the ethnic and/ or cultural celebrations of the United States and other nations</p>	<p>13A: Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities. 13B: Compare ethnic and/or cultural celebrations in the local community with other communities.</p>	<p>Can independently explain and compare cultural/ ethnic celebrations with celebrations in the US.</p>	<p>Can explain and/ or compare cultural/ ethnic celebrations with celebrations in the US with assistance.</p>	<p>Little or no ability to explain and compare cultural/ ethnic celebrations with celebrations in the US.</p>
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<p>Compares and analyzes the role of heroes in shaping the culture of communities, the state and the nation</p>	<p>14A: Identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes. 14B: Identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.</p>	<p>Can independently identify, explain and analyze the role of contemporary heroes (Hector Garcia, James Lovell and the Four Chaplins).</p>	<p>Can identify, explain and/ or analyze the role of contemporary heroes (Hector Garcia, James Lovell and the Four Chaplins with assistance.)</p>	<p>Little or no ability to identify, explain and analyze the role of contemporary heroes (Hector Garcia, James Lovell and the Four Chaplins.)</p>
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Science, Technology, and Society

<p>Identifies and explains how individuals have created or invented new technology that has affected life in various communities</p>	<p>16A: Identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur. 16B: Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p>	<p>Can identify and explain how discoveries or creations have affected society both past and present to include scientists and inventors (Jonas Salk, Maria Mitchell and others.)</p>	<p>Can identify but not explain how discoveries or creations have affected society both past and present to include some scientists and inventors (Jonas Salk, Maria Mitchell and others with assistance.)</p>	<p>Little or no ability to identify or explain how discoveries or creations have affected society both past and present to include some scientists and inventors (Jonas Salk, Maria Mitchell and others.)</p>
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History

<p>Identifies common characteristics of communities and describe how individual events and ideas have influenced the history of various communities</p>	<p>12A: Give examples of community changes that result from individual or group decisions. 12B: Identify examples of actions individuals and groups can take to improve the community.</p>	<p>Can explain all reasons why people form communities such as security, religious freedom, law and material well-being and meet their needs such as government, education, communication, transportation, and recreation.</p>	<p>Can explain some reasons why people form communities such as security, religious freedom, law and material well-being and meet their needs such as government, education, communication, transportation, and recreation.</p>	<p>Little or no ability to explain why people form communities such as security, religious freedom, law and material well-being and meet their needs such as government, education, communication, transportation, and recreation.</p>
<p>Uses technology to create written and visual material to express ideas</p>	<p>14B: Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts. 15B: Create and interpret visuals, including pictures and maps.</p>	<p>Can independently create written and visual material using technology provided with minimal teacher prompting.</p>	<p>Can create written and visual material using technology provided with some teacher prompting.</p>	<p>Little or no ability to create written and visual material using technology provided even with significant teacher prompting.</p>
<p>Understands concepts of time and chronology</p>	<p>3A: Use vocabulary related to chronology, including past, present, and future times 3B: Create and interpret timelines. 3C: Apply the terms year, decade, and century to describe historical time.</p>	<p>Can create and explain a timeline and describe historical events based on year, decade and century.</p>	<p>Can create but not explain a timeline and describe historical events based on year, decade and century.</p>	<p>Little or no ability to create and explain a timeline and describe historical events based on year, decade and century.</p>

Government

Explains the importance of the ideas in historical documents in building the structure of our government

10A: Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.

Can independently identify and explain the purpose of historical documents in forming government at various levels including Declaration of Independence, US Constitution, and Bill of Rights.

Can identify but not explain the purpose of historical documents in forming government at various levels including Declaration of Independence, US Constitution, and Bill of Rights with assistance.

Little or no ability to identify and explain the purpose of historical documents in forming government at various levels including Declaration of Independence, US Constitution, and Bill of Rights.

Describes the basic structure and functions of various levels of government

9A: Describe the basic structure of government in the local community, state, and nation.
9B: Identify local, state, and national government officials and explain how they are chosen.
9C: Identify services commonly provided by local, state, and national governments.
9D: Explain how local, state, and national government services are financed.

Can describe and explain the basic structure of government at the state, local, and national levels and how they are funded.

Can describe but not explain the basic structure of government at the state, local and national levels and how they are funded.

Little or no ability to describe and explain the basic structure of government at the state, local and national levels and how they are funded.

Economics

Identifies ways of earning, spending, saving and donating money as well as creating a simple budget

6A: Identify ways of earning, spending, saving, and donating money.
6B: Create a simple budget that allocates money for spending, saving, and donating.

Can independently identify all ways on how to spend, earn, save and donate money and create a simple budget that incorporates all ways.

Can identify some ways how to spend, earn, save and donate money and/ or create a simple budget that incorporates all ways.

Little or no ability to identify how to spend, earn, save and donate money and create a simple budget that incorporates all ways.

<p>Explains a free enterprise system and how businesses operate within the system</p>	<p>8A: Identify examples of how a simple business operates. 8B: Explain how supply and demand affect the price of a good or service. 8C: Explain how the cost of production and selling price affect profits.</p>	<p>Can define and explain all the concepts of scarcity, distribution supply, and demand and how they impact businesses, prices for goods and services.</p>	<p>Can define and explain Some of the concepts of scarcity, distribution supply, and demand and how they impact businesses, prices for goods and services.</p>	<p>Little or no ability to define and explain the concepts of scarcity, distribution supply, and demand and how they impact businesses, prices for goods and service.</p>
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