Social Studies Standards-Based Report Card Rubric – Second Grade



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		-Student minimally describes the lives and contributions of historical figures in Georgia history - 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	-Student inconsistently describes the lives and contributions of historical figures in Georgia history - 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	-Student consistently describes the lives and contributions of historical figures in Georgia history - 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	Student consistently describes the lives and contributions of historical figures in Georgia history and demonstrates or self-initiates further learning - 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	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self- assessments, performance tasks	Q1, Q4	
Domain: Geographic Und	derstandings				miliates farther rearring			
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	-Student minimally locates and compares major topographical features of Georgia and describes how these features define Georgia's surface -Student minimally describes the cultural and geographic systems associated with Georgia's Creek and Cherokee	-Student inconsistently locates and compares major topographical features of Georgia and describes how these features define Georgia's surface -Student inconsistently describes the cultural and geographic systems associated with Georgia's Creek and Cherokee	-Student consistently locates and compares major topographical features of Georgia and describes how these features define Georgia's surface -Student consistently describes the cultural and geographic systems associated with Georgia's Creek and Cherokee	-Student consistently locates and compares major topographical features of Georgia and describes how these features define Georgia's surface -Student consistently describes the cultural and geographic systems associated with Georgia's Creek and Cherokee	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self- assessments, performance tasks		

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

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

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Social Studies							
Indicator	Related	Q1	Q2	Q3	Q4		
	Standard(s)						
Applies critical thinking skills to organize and use	SS2H1,2	Х	Χ	Χ	Χ		
information from a variety of resources	SS2G1,2						
	SS2CG1,2,3						
	SS2E1,2,3,4						
Historical figures in Georgia history	SS2H1	Χ			Χ		
	SS2CG3						
Georgia Creek, Cherokee Indians & Features of Georgia	SS2H2,	Χ			Χ		
	SS2G1,2						
Government	SS2CG1,2	Х			Х		
Economics	SS2E1,2,3,4	Х			Х		