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	-Student minimally describes early American Indian cultures and their development in North America -Student minimally describes European exploration in North America -Student minimally explains the factors that shaped British Colonial America	-Student inconsistently describes early American Indian cultures and their development in North America -Student inconsistently describes European exploration in North America -Student inconsistently explains the factors that shaped British Colonial America	-Student consistently describes early American Indian cultures and their development in North America -Student consistently describes European exploration in North America -Student consistently explains the factors that shaped British Colonial America	-Student consistently describes early American Indian cultures and their development in North America and demonstrates or self- initiates further learning -Student consistently describes European exploration in North America and demonstrates or self- initiates further learning -Student consistently explains the factors that shaped British Colonial America 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: Geographic Un		d Destructu	2. Developing	2 Due fiste et	4 Distinguished	E dalaman		
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	-Student minimally locates major topographical features on a physical map of the United States -Student minimally locates and describes the equator, prime meridian, and lines of latitude and longitude on a globe	-Student inconsistently locates major topographical features on a physical map of the United States -Student inconsistently locates and describes the equator, prime meridian, and lines of latitude and longitude	-Student consistently locates major topographical features on a physical map of the United States -Student consistently locates and describes the equator, prime meridian, and lines of latitude and longitude on a globe	-Student consistently locates major topographical features on a physical map of the United States and demonstrates or self- initiates further learning -Student consistently locates and describes the equator, prime meridian,	Options include: dialog, classroom discussion, teacher observation, presentations, constructed responses, self- assessments, performance tasks	Q1, Q2, Q3, Q4	
		-Student minimally describes how physical	on a globe		and lines of latitude and longitude on a globe and			

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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/Governm				1	T		1
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 Unde		r	r	1	r	r	r
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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goods and services ir	a governments provide	governments provide	-Student consistently	assessments,	
market economy (sci	0	certain types of goods	explains that	performance tasks	
libraries, roads, polic		and services in a market	governments provide		
protection, and milit	ary) economy (schools,	economy (schools,	certain types of goods		
and pay for these the	ough libraries, roads,	libraries, roads,	and services in a market		
taxes	police/fire protection,	police/fire protection,	economy (schools,		
	and military) and pay for	and military) and pay for	libraries, roads,		
-Student minimally g		these through taxes	police/fire protection,		
examples of	-	_	and military) and pay for		
interdependence and	d -Student inconsistently	-Student consistently	these through taxes and		
trade and explains th	gives examples of	gives examples of	demonstrates or self-		
benefits of voluntary	interdependence and	interdependence and	initiates further learning		
exchange	trade and explains the	trade and explains the			
	benefits of voluntary	benefits of voluntary	-Student consistently		
-Student minimally	exchange	exchange	gives examples of		
explains the concept	of		interdependence and		
opportunity cost as i	t -Student inconsistently	-Student consistently	trade and explains the		
relates to making a s	aving explains the concept of	explains the concept of	benefits of voluntary		
or spending choice	opportunity cost as it	opportunity cost as it	exchange and		
	relates to making a	relates to making a saving	demonstrates or self-		
	saving or spending	or spending choice	initiates further learning		
	choice				
			-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		

Third Grade Standards Based Report Card



Social Studies					
Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Applies critical thinking skills and uses information from a	SS3H1,2,3	Х	Х	Х	Х
variety of resources	SS3G1,2,3				
	SS3CG1,2				
	SS3E1,2,3,4				
American Indians	SS3H1	Х	Х	Х	Х
	SS3G1,2,3				
Exploration & Colonization of North America	SS3H2	Х	Х	Х	Х
	SS3H3				
	SS3G1,2,3				
Levels, Branches, Responsibilities of Government,	SS3CG1,2		Х		
Citizenship					
Basic economic concepts	SS3E1,2,3,4		Х	Х	