

Second Grade Report Card Teacher Rubric 2011-2012

Social Studies					
Historical Understandings	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Describes the lives of historical figures in Georgia history and how their lives were similar to and different from life in the present (SS2H1)	Minimal ability to identify the contributions made by James Oglethorpe, Tomochichi, & Mary Musgrove (unit 2); Sequoyah (unit3); Jackie Robinson and Martin Luther King Jr. (unit 4); and Jimmy Carter (unit 5) comparing and contrasting their everyday life to the present	Inconsistently identifies the contributions made by James Oglethorpe, Tomochichi, & Mary Musgrove (unit 2); Sequoyah (unit3); Jackie Robinson and Martin Luther King Jr. (unit 4); and Jimmy Carter (unit 5) comparing and contrasting their everyday life to the present	Consistently and independently identifies the contributions made by James Oglethorpe, Tomochichi, & Mary Musgrove (unit 2); Sequoyah (unit3); Jackie Robinson and Martin Luther King Jr. (unit 4); and Jimmy Carter (unit 5) comparing and contrasting their everyday life to the present	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks

Second Grade Report Card Teacher Rubric 2011-2012

Historical Understandings	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Describes, compares and contrasts the Georgia Creek and Cherokee cultures of the past to life today (SS2H2 a)	Minimal ability to describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources an compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.	Inconsistently describes the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources an compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.	Consistently and independently describes the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources an compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks
Geographical Understandings	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Locates major topographical features of Georgia (SS2G1)	Minimal ability to locate geographic regions: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau and rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint	Inconsistently locates geographic regions: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau and rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint	Consistently and independently locates geographic regions: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau and rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks

Second Grade Report Card Teacher Rubric 2011-2012

Geographical Understandings	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Describes the cultural and geographic systems associated with Georgia's historical figures Creeks and Cherokees (SS2G2)	Minimal ability to A. identify specific locations significant to the life and times of historical figures, Creek, and Cherokee B. describe how place had an impact on the lives of each historical figure C. describe how each historic figure adapted to and was influenced by his or her environment D. trace examples of travel and movement of these historic figures and their ideas across time E. describe how the region affected their lives and compare their region to the student region	Inconsistently A. identifies specific locations significant to the life and times of historical figures, Creek, and Cherokee B. describes how place had an impact on the lives of each historical figure C. describes how each historic figure adapted to and was influenced by his or her environment D. traces examples of travel and movement of these historic figures and their ideas across time E. describes how the region affected their lives and compare their region to the student region	Consistently and independently A. identifies specific locations significant to the life and times of historical figures, Creek, and Cherokee B. describes how place had an impact on the lives of each historical figure C. describes how each historic figure adapted to and was influenced by his or her environment D. traces examples of travel and movement of these historic figures and their ideas across time E. describes how the region affected their lives and compare their region to the student region	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks

Second Grade Report Card Teacher Rubric 2011-2012

Government/Civic Understandings	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Defines the concept of government and the need for rules and laws (SS2CG1)	Minimal ability to define the concept of government and need for rules and laws	Inconsistently defines the concept of government and need for rules and laws	Consistently and independently defines the concept of government and the need for rules and laws	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks
Identifies the roles of elected officials (SS2CG2)	Minimal ability to identify the roles of the President (leader of our nation), the Governor (leader of our state), and Mayor (leader of a city)	Inconsistently identifies the roles of the President (leader of our nation), the Governor (leader of our state), and Mayor (leader of a city)	Consistently and independently identifies the roles of the President (leader of our nation), the Governor (leader of our state), and Mayor (leader of a city)	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks
Gives examples of how Georgia's historical figures demonstrate positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (SS2CG3)	Minimal ability to give examples of how historical figures demonstrate positive citizenship traits	Inconsistently gives examples of how historical figures demonstrate positive citizenship traits	Consistently and independently gives examples of how historical figures demonstrate positive citizenship traits	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks
Identifies state and national capitol buildings from pictures and can locate them on appropriate maps (SS2CG4)	Minimal ability to recognize the national and state capitol buildings from pictures and can locate on appropriate maps	Inconsistently recognizes the national and state capitol buildings from pictures and can locate on appropriate maps	Consistently and independently recognizes the national and state capitol buildings from pictures and can locate on appropriate maps	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks

Second Grade Report Card Teacher Rubric 2011-2012

Economics	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Explains that because of scarcity, people must make choices and incur opportunity costs(SS2E1)	Minimal ability to explain that because of scarcity, people must make choices and incur opportunity costs	Inconsistently explains that because of scarcity, people must make choices and incur opportunity costs	Consistently and independently explains because of scarcity, people must make choices and incur opportunity costs	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks
Identifies ways in which goods and services are allocated (SS2E2)	Minimal ability to identify ways in which goods and services are allocated (price; majority rule; contests; force; sharing, lottery; command; first-come, first-served; personal characteristics; and others)	Inconsistently identifies the ways in which goods and services are allocated (price; majority rule; contests; force; sharing, lottery; command; first-come, first-served; personal characteristics; and others)	Consistently and independently identifies the ways in which goods and services are allocated (price; majority rule; contests; force; sharing, lottery; command; first-come, first-served; personal characteristics; and others)	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks
Explains how people use money to obtain goods and services and how money makes trade easier than barter (SS2E3)	Minimal ability to explain how people to use money to obtain goods and services and how money makes trade easier than barter	Inconsistently explains how people use money to obtain goods and services and how money makes trade easier than barter	Consistently and independently explains how people use money to obtain goods and services and how money makes trade easier than barter	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks
Describes the costs and benefits of personal spending and saving choices (SS2E4)	Minimal ability to describe the costs and benefits of personal spending and saving choices	Inconsistently describes the costs and benefits of personal spending and saving choices	Consistently and independently describes the costs and benefits of personal spending and saving choices	Demonstrates or self initiates further learning in concept	Options include: dialog, discussion, teacher observation, presentations, constructed responses, structured responses, self assessments, and performance tasks