

### Second Grade Spring Assessment Rubric

	Proficient	Developing	Needs Reinforcement
<b>Major Under-standings</b>	<ul style="list-style-type: none"> <li>• Student can independently define (oral, written) rural, urban and suburban community</li> <li>• Definitions include detailed understanding of each community with many examples</li> <li>• Student can independently define (oral, written) goods and services and wants and needs</li> <li>• Definitions include detailed understanding of each with examples</li> </ul> <p>MAIN IDEA/DETAILS</p>	<ul style="list-style-type: none"> <li>• Student can independently define (oral, written) two of three communities (rural, urban and suburban community)</li> <li>• Definitions includes partial understanding of each community with some examples</li> <li>• Students can independently define some vocabulary: goods and services and wants and needs</li> <li>• Definitions includes partial understanding of each with some examples</li> </ul>	<ul style="list-style-type: none"> <li>• Student can independently define (oral, written) minimal understanding of the three communities (rural, urban and suburban community)</li> </ul> <p>Definition includes minimal, vague description of the community with little or inaccurate examples</p> <p>Student can define limited vocabulary: wants needs, goods and services</p> <p>Definition includes minimal, vague description of each with little or inaccurate examples</p>
<b>Geography</b>	<p>Student is able to independently demonstrate knowledge of how suburban, urban and rural communities are influenced by geography (Examples: location, terrain, proximity to water, climate)</p> <p>INFERRING</p>	<p>Student is able to independently demonstrate some knowledge of how suburban, urban and rural communities are influenced by geography (Examples: location, terrain, proximity to water, climate)</p>	<p>Student independently demonstrates minimal knowledge of how suburban, urban and rural communities are influenced by geography (Examples: location, terrain, proximity to water, climate)</p>

	<p>Student understands the importance of location of structures, buildings and services within each community</p> <p>INFERRING</p>	<p>Student has some understanding of the importance of location of structures, buildings and services within each community</p>	<p>Student has minimal understanding of the importance of location of structures, buildings and services within each community</p>
Compare/Contrast	<p>Students can independently compare and contrast the similarities and differences among rural, urban and suburban communities with specific examples using key vocabulary</p> <p>Note: SEE KEY CHARACTERISTICS/VOCABULARY CHART</p> <p>Skills: CATEGORIZING/COMPARING/CONTRASTING</p>	<p>Students can independently compare and contrast some of the similarities and differences among rural, urban and suburban communities with general examples</p> <p>Note: SEE KEY CHARACTERISTICS CHART</p>	<p>Students independently demonstrates minimal ability to compare and contrast the similarities and differences among rural, urban and suburban communities with little or inaccurate examples</p> <p>Note: SEE KEY CHARACTERISTICS CHART</p>
Synthesizing	<p>Students, orally or in writing, can independently describe which community they would like to live with specific examples using key vocabulary</p> <p>Example: Postcard, Persuasive letter, Paragraph</p>	<p>Students, orally or in writing, can independently describe which community they would like to live with general examples using some key vocabulary</p>	<p>Students, orally or in writing, can minimally describe which community they would like to live in using limited or inaccurate examples</p>

