

Midlothian ISD 3rd Grade Social Studies Rubric - 2020-2021

Standard Description	Assessment of Mastery		
	1	2	3
2A Identifies reasons people form communities, including need for security, religious freedom, law and material well-being	Unable to identify any reasons people establish communities. (need for security and laws, religious freedom, and material well-being).	Can identify 1 to 2 reasons people establish communities. (need for security and laws, religious freedom, and material well-being).	Can identify 3 reasons people establish communities (need for security and laws, religious freedom, and material well-being).
13 A/B Can explain and compare the significance of various ethnic and/or cultural celebrations in communities	Can explain the significance of a cultural celebration.	Can explain and compare the significance of one cultural celebrations in a local community.	Can explain and compare the significance of at least 2 cultural celebrations in a local community.
5 A,B Understands the concepts of location, distance, and direction on maps and globes. Creates and interprets maps that include compass rose, legend, scale and grid systems.	Can identify, create, and interpret information on a map/globe using one of the map elements (title, compass rose, legend, scale, and grid system).	Can identify, create, and interpret information on a map/globe using 2-3 of the map elements (title, compass rose, legend, scale, and grid system).	Can identify, create, and interpret information on a map/globe using 4-5 of the map elements (title, compass rose, legend, scale, and grid system).
1 A,C Describes how individuals, events, and ideas have influenced our community, state, and nation throughout history.	Can describe how 1 individual, event and/or idea has influenced our community, state, and/or nation throughout history.	Can describe how 2-3 individuals, events and/or ideas have influenced our community, state, and/or nation throughout history.	Can describe how 4-5 individuals, events and/or ideas have influenced our community, state, and/or nation throughout history.
2B Identifies ways in which people meet their needs for government, education, communication, transportation, and recreation.	Can compare 1 way peoples' needs are met by their community and other communities. (government, education, communication, transportation, and recreation).	Can compare 2-3 ways peoples' needs are met by their community and other communities. (government, education, communication, transportation, and recreation).	Can compare 4-5 ways peoples' needs are met by their community and other communities (government, education, communication, transportation, and recreation).
4A-D Describes how human and physical processes change our landscape.	Can identify one way people in different communities adapt to or modify the physical environment in which they live.	Can identify and/or compare 2 ways people in different communities adapt to or modify the physical environment OR the learner can only identify, but not compare ways people adapt to or modify the physical environment.	Can identify and/or compare 3-4 ways people in different communities adapt to or modify the physical environment where they live. (Adapt - clothing, shelter, use of technologies; Modify - building dams, logging, mining, irrigation, desertification, deforestation).
9A Describes the basic structures of government at the local, state, and national levels.	Can describe how 1 level of government is organized and its function.	Can describe how 2 of the 3 levels of governments are organized and the function of each.	Can describe how the local, state, and national government is organized and the function of each.
11/12 A-C Identifies characteristics of good citizenship that impact decision-making in their community.	Can identify 4 or less characteristics of good citizenship. (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)	Can identify 5 characteristics of a good citizen. (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)	Can identify 6 characteristics of a good citizen (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)
6A/B Identifies ways to earn, spend, save and donate money	Unable to create a simple budget that shows either saving or spending.	Can create a simple budget that shows either saving or spending.	Can create a simple budget that shows both saving and spending.

<p>7C Explains the concept of a free market as it relates to our free enterprise system</p>	<p>Unable to explain how supply and demand affect prices.</p>	<p>Can explain either how supply or demand affect prices, but not both.</p>	<p>Can explain how supply and demand affect prices. (Supply and Demand: Learners explain that if the availability of resources increases, then the price will usually decrease. If the demand for the product increases, then the price increases. Learners explain that if the availability of resources decreases, then the price will usually increase. If the demand for the product decreases, then the price decreases.)</p>
<p>16A/B Identifies how individuals have created new technology that has impacted communities</p>	<p>Unable to describe the impact of scientific breakthroughs and new technology on various communities.</p>	<p>Can describe the impact of 1 to 2 scientific breakthroughs and new technology on various communities.</p>	<p>Can describe the impact of 3 scientific breakthroughs and new technology on various communities (computers, pasteurization, and medical vaccines).</p>