

CONTENT AREA: Social StudiesAREA OF ASSESSMENT: Demonstrates understanding of key concepts

	DECEMBER	MARCH	JUNE
4	Provides evidence of in depth, sophisticated understanding of relevant concepts, principles or theories (big ideas). Revises prior misconceptions or critiques the misconceptions of others when appropriate.	Provides evidence of in depth, sophisticated understanding of relevant concepts, principles or theories (big ideas). Revises prior misconceptions or critiques the misconceptions of others when appropriate.	Provides evidence of in depth, sophisticated understanding of relevant concepts, principles or theories (big ideas). Revises prior misconceptions or critiques the misconceptions of others when appropriate.
3	Provides evidence of understanding of relevant concepts, principles or theories (big ideas).	Provides evidence of understanding of relevant concepts, principles or theories (big ideas).	Provides evidence of understanding of relevant concepts, principles or theories (big ideas).
2	With teacher prompting, demonstrates evidence of understanding of relevant concepts, principles, or theories (big ideas).	With teacher prompting, demonstrates evidence of understanding of relevant concepts, principles, or theories (big ideas).	With teacher prompting, demonstrates evidence of understanding of relevant concepts, principles, or theories (big ideas).
1	With teacher scaffolding and support, demonstrates minimal evidence of understanding of relevant concepts, principles, or theories (big ideas).	With teacher scaffolding and support, demonstrates minimal evidence of understanding of relevant concepts, principles, or theories (big ideas).	With teacher scaffolding and support, demonstrates minimal evidence of understanding of relevant concepts, principles, or theories (big ideas).

CONTENT AREA: Social StudiesAREA OF ASSESSMENT: Interprets and analyzes information

	DECEMBER	MARCH	JUNE
4	Independently and consistently makes generalizations based on observations, texts, and prior knowledge and provides justification to support his/her reasoning. Independently and consistently uses informational text features to interpret information and analyze its significance in verbal and written form.	Independently and consistently makes generalizations based on observations, texts, and prior knowledge and provides justification to support his/her reasoning. Independently and consistently uses informational text features to interpret information and analyze its significance in verbal and written form.	Independently and consistently makes generalizations based on observations, texts, and prior knowledge and provides justification to support his/her reasoning. Independently and consistently uses informational text features to interpret information and analyze its significance in verbal and written form.
3	Independently makes generalizations based on observations, texts, and prior knowledge. Independently uses informational text features to interpret information and analyze its significance in verbal or written form.	Independently makes generalizations based on observations, texts, and prior knowledge. Independently uses informational text features to interpret information and analyze its significance in verbal or written form.	Independently makes generalizations based on observations, texts, and prior knowledge. Independently uses informational text features to interpret information and analyze its significance in verbal or written form.

2	With prompting, makes generalizations based on observations, texts, and prior knowledge. With prompting, uses some informational text features to interpret information and analyze its significance in verbal or written form.	With prompting, makes generalizations based on observations, texts, and prior knowledge. With prompting, uses some informational text features to interpret information and analyze its significance in verbal or written form.	With prompting, makes generalizations based on observations, texts, and prior knowledge. With prompting, uses some informational text features to interpret information and analyze its significance in verbal or written form.
1	With teacher scaffolding and support, makes minimal generalizations based on observations, texts, and prior knowledge. With teacher scaffolding and support, uses some informational text features to interpret information and analyze its significance in verbal form.	With teacher scaffolding and support, makes minimal generalizations based on observations, texts, and prior knowledge. With teacher scaffolding and support, uses some informational text features to interpret information and analyze its significance in verbal form.	With teacher scaffolding and support, makes minimal generalizations based on observations, texts, and prior knowledge. With teacher scaffolding and support, uses some informational text features to interpret information and analyze its significance in verbal form.

CONTENT AREA: Social StudiesAREA OF ASSESSMENT: Uses content area vocabulary

	DECEMBER	MARCH	JUNE
4	Independently and consistently uses clear and precise domain-specific language to construct viable arguments and critique the reasoning of others in verbal and written form.	Independently and consistently uses clear and precise domain-specific language to construct viable arguments and critique the reasoning of others in verbal and written form.	Independently and consistently uses clear and precise domain-specific language to construct viable arguments and critique the reasoning of others in verbal and written form.
3	Uses clear and precise domain-specific language to justify his/her thinking and critique the reasoning of others in verbal and written form.	Uses clear and precise domain-specific language to justify his/her thinking and critique the reasoning of others in verbal and written form.	Uses clear and precise domain-specific language to justify his/her thinking and critique the reasoning of others in verbal and written form.
2	With prompting, uses domain-specific language to justify his/her thinking and critique the reasoning of others in verbal and/or written form.	With prompting, uses domain-specific language to justify his/her thinking and critique the reasoning of others in verbal and/or written form.	With prompting, uses domain-specific language to justify his/her thinking and critique the reasoning of others in verbal and/or written form.
1	With scaffolding and support, uses domain-specific language to justify his/her thinking.	With scaffolding and support, uses domain-specific language to justify his/her thinking.	With scaffolding and support, uses domain-specific language to justify his/her thinking.

*domain-specific language refers to language as it pertains to the subject area of Social Studies