# Second Grade Fall Assessment Rubric

<table>
<thead>
<tr>
<th>Major Understandings</th>
<th>Proficient</th>
<th>Developing</th>
<th>Needs Reinforcement</th>
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</table>
|                       | • Student can independently define (oral, written) community exhibiting a detailed understanding with many examples  
  • Student can independently define (oral, written) citizen, rules, responsibilities exhibiting a detailed understanding with many examples  
  **MAIN IDEA/DETAILS** | • Student exhibits partial understanding of the definition of community with some examples  
  • Students can independently define citizen, rules, responsibilities exhibiting partial understanding with some examples | • Student exhibits minimal understanding of a community with vague description or inaccurate examples  
  Student can define limited vocabulary: citizen, rules, responsibilities with vague descriptions or inaccurate examples |

| Geography | Student is able to independently locate his/her school or home on a map of Scarsdale (Given to each second grade with the maps and globes)  
  **Student is able to create a map of either their room, class, or school** | Student is able to locate his/her school or home on a map of Scarsdale with support (Given to each second grade with the maps and globes)  
  Student is able to create a map of either their room, class, or school with support | Student has a limited understanding of how to locate his/her school or home on a map of Scarsdale (Given to each second grade with the maps and globes)  
  Student has a limited understanding of how to create a map of either their room, class, or school |
|           | Student is able to create a map key  
  **Student is able to create a map key with support** | Student is able to create a map key with support | Student has limited ability to |
| Compare/Contrast | Student can independently compare and contrast the similarities and differences between class and school communities with specific examples using key vocabulary  
Note: VOCABULARY CHART  
Skills: CATEGORIZING/COMPARING/CONTRASTING | Student can independently compare and contrast some of the similarities and differences between class and school communities using general examples  
Note: SEE VOCABULARY CHART | Student exhibits minimal ability to compare and contrast the similarities and differences between class and school communities  
Note: SEE VOCABULARY CHART |
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<tbody>
<tr>
<td>Synthesizing</td>
<td>Student, orally or in writing, can independently describe the rules, roles and responsibilities of a citizen in class and in school</td>
<td>Student, orally or in writing, can partially describe the rules, roles and responsibilities of a citizen in class and in school</td>
<td>Student, orally or in writing, can minimally describe the rules, roles and responsibilities of a citizen in class and in school</td>
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