

# Proficiency Scales

Social Studies  
KINDERGARTEN  
2020



SOUTHWESTERN UNION  
EDUCATION

## PROFICIENCY SCALES

**Proficiency scales serve as a starting point** for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

**A proficiency scale is composed of a series of levels** as follows:

**Score 3.0**—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

**Score 2.0**—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

**Score 4.0**—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

**Scores 1.0 and 0.0**—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

**Half-point Scores**—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

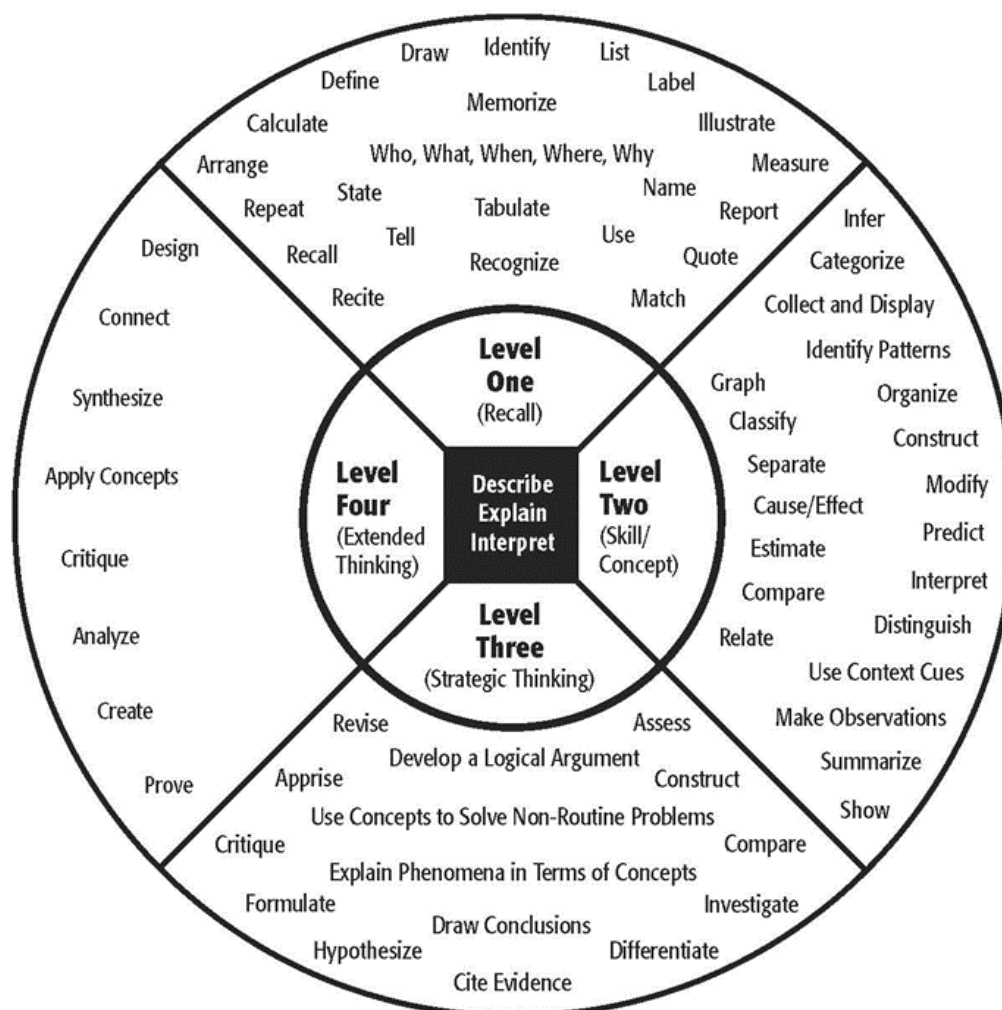
**Proficiency scales become** the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

**The proficiency scales are organized** according to the domains and strands in the NAD standards.

**The cognitive rigor or complexity of the 3.0 learning targets** has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

## **Social Studies Standards**

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The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.



# ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

## 1. Culture

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**Essential Question:** What role does culture play in God's plan for our relationships with others?

**Big Idea:** Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

## 2. Time, Continuity, and Change

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**Essential Question:** What role does God play in the development of communities, nations, and the world?

**Big Idea:** God is active in history and ultimately His unfolding plan will triumph.

## 3. People, Places, and Environments

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**Essential Question:** How does God respond to man-made changes in the environment and their impact on human life?

**Big Idea:** The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

## 4. Individual Development and Identity

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**Essential Question:** What role does choice play in the development of individual identity?

**Big Idea:** God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

## 5. Individuals, Groups, and Institutions

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**Essential Question:** What is the role of the Seventh-day Adventist Church?

**Big Idea:** The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

# ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

## 6. Power, Authority, and Governance

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**Essential Question:** What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

**Big Idea:** Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

## 7. Production, Distribution, and Consumption

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**Essential Question:** How does God expect us to use the resources He has provided?

**Big Idea:** God supplies all of our needs and allows us to choose to be responsible stewards.

## 8. Science, Technology, and Society

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**Essential Question:** How has God enabled humans to develop science and technology to improve society?

**Big Idea:** God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

## 9. Global Connections

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**Essential Question:** How do global issues and connections impact the gospel commission?

**Big Idea:** God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

## 10. Civic Ideals and Practices

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**Essential Question:** According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

**Big Idea:** Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.



Subject: Social Studies		Domain: Culture	Grade: K
<b>Standards:</b> SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Ask and find answers to questions related to culture in the contexts of school, community, state, and region (<i>e.g., interview and report on observations to develop a description of a sub-culture to which they belong or have access, such as friends, school, or neighborhood</i>) <b>DOK 3</b> (SS.K-4.C.1) <b>I can ask and find answers to questions about the culture in my school or community.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Behavior, belief, cohesion, community, culture, difference, diversity, institution, region, similarity, state, tradition, value</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people</li><li>Describe the similarities and differences among individuals (<i>e.g., kinship and religion</i>)</li><li>Describe and explain the importance of family traditions</li><li>Compare traditions among families</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		



Subject: Social Studies		Domain: Time, Continuity, and Change	Grade: K
<b>Standards:</b> SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world SS.K-4.TCC.6 Identify the first Seventh-day Adventist missionaries			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Ask and find answers to questions related to the past in school, community, state, and regional contexts (<i>e.g., use a variety of resources, such as stories, biographies, and photographs, to learn about the past</i>) <b>DOK 3</b> (SS.K-4.TCC.1) <b>I can ask and find answers to questions about the past in my school or community.</b></li><li>Describe how people in the past lived, and research their values and beliefs (<i>e.g., enact role-plays in which past events and experiences are reconstructed</i>) <b>DOK 3</b> (SS.K-4.TCC.4) <b>I can show how people in the past lived.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Belief, change, community, difference, future, history, national patriotic holiday, missionary, nation, past, present, region, similarity, state, value, world</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that the study of the past is the story of communities, nations, and the world</li><li>Identify national patriotic holidays (<i>e.g., Constitution Day, Presidents’ Day, Veterans Day, and Independence Day</i>)</li><li>Identify customs associated with national patriotic holidays (<i>e.g., parades and fireworks on Independence Day</i>)</li><li>Identify contributions of historical figures who helped to shape the state and nation, including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro</li><li>Identify the first Seventh-day Adventist missionaries (<i>e.g., John Nevins</i></li></ul>		



	<i>Andrews, Abram La Rue, and George James)</i>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **People, Places, and Environments**Grade: **K****Standards:** SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings

SS.K-4.PPE.2 Define concepts such as: location, direction, distance, and scale

SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Locate places on the school campus and describe their relative locations (<i>e.g., use spatial terms such as over, under, near, far, left, and right</i>) <b>DOK 3</b> (SS.K-4.PPE.3) <b>I can locate places at my school and describe their locations.</b></li><li>Use geographic tools that aid in determining location, including maps and globes (<i>e.g., locate city, state, and country on a map or globe</i>) <b>DOK 3</b> (SS.K-4.PPE.3) <b>I can locate my city, state, and country on a map or globe.</b></li><li>Identify how geographic location influences human characteristics of place (<i>e.g., shelter, clothing, food, and activities</i>) <b>DOK 3</b> (SS.K-4.PPE.3) <b>I can tell how a location affects the way I live.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Country, direction, distance, environment, geographic, globe, human, location, map, physical, place, scale, state</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings</li><li>Use spatial terms, including over, under, near, far, left, and right, to describe relative location</li><li>Identify geographic tools that aid in determining location, including maps and globes</li><li>Identify the physical characteristics of place (<i>e.g., landforms, bodies of water, Earth's resources, and weather</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Individual Development and Identity		Grade: K
<b>Standards:</b> SS.K-4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change SS.K-4.IDI.2 Identify the qualities that make individuals unique and equip them for their place in God’s overall plan SS.K-4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups SS.K-4.IDI.4 Explain how individuals have characteristics that are both distinct from and similar to those of others SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	The student will: <ul style="list-style-type: none"><li>Explain how individuals have characteristics that are both distinct from and similar to those of others (<i>e.g., make a list of interests and compare them to lists developed by other children</i>) <b>DOK 3</b> (SS.K-4.IDI.4) <b>I can tell how I am the same as another person and how I am different from another person.</b></li></ul>			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Different, God’s plan, relationship, same, self</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that the study of individual development and identity helps us know who we are and how we change</li><li>Identify the qualities that make individuals unique and equip them for their place in God’s overall plan (<i>e.g., interests, capabilities, and perceptions</i>)</li><li>Describe your personal characteristics (<i>e.g., interests, capabilities, and perceptions</i>)</li><li>Develop a personal relationship with Christ</li></ul>			
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			
	Score	With help, partial success at score 2.0 content but not at score 3.0 content		

	0.5	
Score 0.0	Even with help, no success	





Subject: **Social Studies** Domain: **Individuals, Groups, and Institutions** Grade: **K**

**Standards:** SS.K-4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced

SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms

SS.K-4.IGI.4 Identify characteristics that distinguish individuals

SS.K-4.IGI.8 Participate in age-appropriate outreach and service projects

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Ask and find answers to questions about individual, group, and institutional influences (<i>e.g., develop illustrations of ways in which school and family influence how people live their lives</i>) <b>DOK 3</b> (SS.K-4.IGI.1) <b>I can show how my family and my school affect how I live my life.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Characteristic, community, culture, group, influence, institution, service</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that people belong to groups and institutions that influence them and by which they are influenced</li><li>Identify characteristics that distinguish individuals (<i>e.g., interests, capabilities, and perceptions</i>)</li><li>Participate in age-appropriate outreach and service projects</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Power, Authority, and Governance	Grade: K
<b>Standards:</b> SS.K-4.PAG.1 Justify how rules and laws can serve to support, order, and protect individual rights SS.K-4.PAG.4 Give examples of people who have the authority to make and enforce rules			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Identify rules that provide order, security, and safety in the home and school (<i>e.g., prepare a list of rules to support a just classroom</i>) <b>DOK 3</b> (SS.K-4.PAG.1) <b>I can help make a list of rules for my classroom.</b></li><li>Explain how authority figures enforce rules (<i>e.g., posting of rules, rewards for following rules, and consequences for not following rules</i>) <b>DOK 3</b> (SS.K-4.PAG.4) <b>I can tell how people in authority enforce rules.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Authority, community, enforce, law, order, protect, rule, safety, security, support</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify purposes for having rules and laws (<i>e.g., rules serve to support, order, and protect individual rights</i>)</li><li>Identify authority figures in the home, school, and community (<i>e.g., parents, teachers, and police</i>)</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		



Subject: **Social Studies** Domain: **Production, Distribution, and Consumption** Grade: **K**

**Standards:** SS.K-4.PDC.1 Demonstrate how people and communities deal with scarcity of resources  
SS.K-4.PDC.2 Explain uses of God's gift of natural resources for meeting human needs  
SS.K-4.PDC.3 Distinguish the difference between needs and wants

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Examine and evaluate different methods for allocating scarce goods and services in the school and community (<i>e.g., develop a visual that illustrates strategies for distributing scarce resources in the classroom, school, or community</i>) <b>DOK 3</b> (SS.K-4.PDC.1) <b>I can show how to provide things that are needed in my classroom, school, or community.</b></li> <li>Explain uses of God's gift of natural resources for meeting human needs (<i>e.g., coal for heating, gas for transportation, and wind for electricity</i>) <b>DOK 3</b> (SS.K-4.PDC.2) <b>I can tell how natural resources can be used to meet needs.</b></li> </ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Community, goods, human, job, natural resource, needs, services, wants</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Identify basic human needs (<i>e.g., food, clothing, and shelter</i>)</li> <li>Explain the difference between needs and wants</li> <li>Explain how basic human needs and wants can be met (<i>e.g., earning money to buy goods or services, growing food, and trading goods for other goods or services</i>)</li> <li>Identify jobs in the home, school, and community</li> <li>Explain why people have jobs (<i>e.g., to provide basic human needs and wants, to serve others, and to pursue interests</i>)</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Science, Technology, and Society**Grade: **K****Standard:** SS.K-4..STS.4 Illustrate how media and technology are a part of every aspect of our lives

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Ask and find answers to questions about the ways in which science and technology affect our lives (<i>e.g., make observations to find answers to student-generated questions about the ways in which technology affects our lives, and illustrate the responses</i>) <b>DOK 3</b> (SS.K-4.STS.4) <b>I can show how technology affects our lives.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Needs, task, technology</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify examples of technology used in the home and school</li><li>Describe how technology helps accomplish specific tasks and meet people's needs</li><li>Describe how life might be different without modern technology</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**Domain: **Global Connections**Grade: **K****Standard:** SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Ask and find answers to questions about the connections we have to other people and places around the globe (<i>e.g., participate in a regular exchange of information between their class and a class in another nation about cultural practices, events, and materials</i>) <b>DOK 3</b> (SS.K-4.GC.1) <b>I can connect with people around the world to learn more about their culture.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Community, connection, global, globe, region, state, world</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that we connect with people and places around the world in many different ways (<i>e.g., cultural exchange, trade, political, economic, and travel</i>)</li><li>Identify examples of global connections in the individual's community, state, or region</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Civic Ideals and Practices	Grade: K
<b>Standards:</b> SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together SS.K-4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Identify and exercise the rights and responsibilities of citizens (<i>e.g., draw illustrations of examples of participation supportive of civic ideals and practices; use voting as a method for group decision making</i>) <b>DOK 3</b> (SS.K-4.CIP.3) <b>I can show how to be a responsible citizen.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Belief, citizen, civic, community, cooperating, custom, decision-making, democratic, ideals, national identity, participate, participation, practices, principle, responsibility, rights, society, symbol, voting</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that civic ideals and practices help us know how we can influence the way people live and act together</li><li>Identify important symbols that represent American beliefs and principles and contribute to our national identity (<i>e.g., identify the United States flag and the state flag</i>)</li><li>Identify and participate in important customs that represent American beliefs and principles and contribute to our national identity (<i>e.g., recite the Pledge of Allegiance to the United States Flag and the Pledge to the state flag</i>)</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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