MISSION
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.

VISION
Kansas leads the world in the success of each student.

MOTTO
Kansans Can

SUCCESS DEFINED
A successful Kansas high school graduate has the
• Academic preparation,
• Cognitive preparation,
• Technical skills,
• Employability skills and
• Civic engagement
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES
• Social-emotional growth
• Kindergarten readiness
• Individual Plan of Study
• Civic engagement
• Academically prepared for postsecondary
• High school graduation
• Postsecondary success

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The Kansas History, Government and Social Studies Standards (HGSS) document identifies five standards and associated four benchmarks that support the discipline-specific application of content in authentic situations rather than focusing simply on discipline-specific content. The document includes details on effective HGSS classroom instructional best practices and highlights the historical thinking skills that develop when classroom educators successfully integrate these practices into their students’ learning.

The Kansas Social Studies Classroom-Based Assessment (CBA) is designed to measure student understanding of these standards, benchmarks and skills while allowing Kansas school districts, classroom teachers and students the opportunity to develop their own assessment that best supports local decisions concerning content, sources and products. The CBA is based on the fourth benchmark outlined in the state standards document and specifically asks high school students to create product(s) demonstrating their performance level in advancing a claim/thesis and supporting that claim/thesis using evidence and reasoning.

To prepare learners for the state-level CBA, classroom teachers must provide students with learning opportunities to become proficient in the skills described in the benchmarks under each of the five standards. These expectations are outlined in Benchmarks One, Two and Three:

**Benchmark 1: Recognize and Evaluate**
The student is able to recognize and then evaluate one or more of the big ideas from the five standards (i.e., choices, consequences, rights, responsibilities, identities, beliefs, ideas, actions, continuity, change or dynamic relationships).

**Benchmark 2: Analyze Context and Draw Conclusions**
The student is able to analyze the circumstances surrounding one or more of the big ideas from the five standards (i.e., choices, consequences, rights, responsibilities, identities, beliefs, ideas, actions, continuity, change or dynamic relationships) and then draw conclusions or make judgments about what they have analyzed.

**Benchmark 3: Investigate and Make Connections**
The student is able to investigate one or more of the big ideas from the five standards (i.e., choices, consequences, rights, responsibilities, identities, beliefs, ideas, actions, continuity, change or dynamic relationships) and then make connections to contemporary or real-world issues.

The evaluation of a student’s ability to develop a product that answers a locally developed compelling question using evidence and argument satisfies the requirements of the Kansas State Department of Education (KSDE) state assessment mandate. This required state assessment is based on Benchmark Four:

**Benchmark 4: Make a Claim or Advance a Thesis Using Evidence and Argument**
HGSS Classroom-Based Assessment description and criteria

Using skills developed during instructional tasks and activities, a student will create a cohesive product using grade-level appropriate communication skills that answer a locally developed compelling question focused on one or more of the big ideas from the five standards (i.e., choices, consequences, rights, responsibilities, identities, beliefs, ideas, actions, continuity, change or dynamic relationships).

To earn a proficient score using the Kansas State Department of Education (KSDE) Classroom-Based Assessment rubric, the student product must include:

- **The Claim/Thesis** includes a clear and accurate argument that answers the compelling question, **AND** includes two relevant reasons that support the argument using evidence.

- **The Evidence** is from two or more relevant and corroborated primary sources from multiple perspectives and may also include secondary sources as needed. It is credible; clear; accurate; supports the claim/thesis; answers the compelling question, showing an understanding of source material; **AND** is appropriately cited.

- **The Reasoning** provides a clear explanation that connects the evidence to the claim/thesis and answers the compelling question **AND** recognizes a counterargument.

Classroom-Based Assessment Definitions

**Standard:**
An overarching learning goal for students that guides instruction across grade levels.

**Benchmark:**
A measurable expectation of student performance.

**Disciplinary Thinking Skills:**
The critical thinking skills that are specific to the HGSS disciplines. Among others, these include analyzing problems, collecting information, evaluating sources and creating solutions. It's what the CBA is designed to measure.

**Compelling Question:**
This is the foundation of the CBA. It’s the question that launches and guides an inquiry/investigation.

**Claim/Thesis:**
A statement made by a student that answers the Compelling Question.

**Evidence:**
The details from the sources that support the claim/thesis and prove it to be true.

**Reasoning:**
The explanation of the evidence and how it hows the claim/thesis to be true.

**Primary Source:**
Primary sources are the raw materials of history - original documents and objects that were created at the time under study. Any piece of writing, image, video, sound recording or human-made object can be a primary source.

**Secondary Source:**
A secondary source does not give original information. It interprets or summarizes information from primary sources. Textbooks, biographies and encyclopedias are examples of secondary sources.
High School CBA Rubric

This rubric will be used to measure student products that MUST include Claim/Thesis, Evidence and Reasoning.

Classroom-Based Assessment Compelling Question:

Standard(s) addressed by the Compelling Question:

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<tr>
<th>Performance Levels</th>
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<tbody>
<tr>
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<tr>
<td><strong>Scoring Category</strong></td>
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<tr>
<td><strong>Claim/Thesis:</strong> A statement that answers the compelling question using evidence.</td>
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<tr>
<td><strong>Evidence:</strong> The details from the sources that supports the claim and prove it to be true.</td>
</tr>
<tr>
<td><strong>Reasoning:</strong> The explanation of the evidence and how it proves the claim to be true.</td>
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