

HISTORY, GOVERNMENT AND SOCIAL STUDIES

Elementary School Level Rubric





900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212

(785) 296-3203

www.ksde.org

CHAIRMAN
DISTRICT 9



Jim Porter
jporter@ksde.org

VICE CHAIR
DISTRICT 1



Janet Waugh
jwaugh@ksde.org

DISTRICT 2



Melanie Haas
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
amah@ksde.org

DISTRICT 5



Jean Clifford
jclifford@ksde.org

LEGISLATIVE LIAISON
DISTRICT 6



Dr. Deena Horst
dhorst@ksde.org

LEGISLATIVE LIAISON
DISTRICT 7



Ben Jones
bjones@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org

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

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

HISTORY, GOVERNMENT AND SOCIAL STUDIES ELEMENTARY SCHOOL LEVEL RUBRIC

Introduction

The Kansas History, Government and Social Studies (HGSS) Standards document¹ identifies five standards and four associated 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 **elementary school students** to create a product that demonstrates their competency in advancing a claim or thesis and supporting that claim or thesis using evidence and argument.

To prepare learners for the state-level CBA, classroom teachers should provide students 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

¹"HGSS Standards Documents." (2022) Kansas State Department of Education, <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies>.

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 KSDE Classroom-Based Assessment rubric, the student product must include:

- A clear claim or thesis using facts, information and language that is open to challenge and contradiction.
- Relevant, accurate and appropriately cited evidence that supports the claim or thesis with explicit reference to at least one credible source while considering the compelling question.
- Clear reasoning that connects the cited evidence to the claim or thesis.

Classroom-Based Assessment Definitions

Standard:

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

Benchmark:

A measurable expectation of student performance.

Historical 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 students must answer. An example could be: "Was the American Revolution revolutionary?"

Claim or thesis:

A statement made by a student that answers the Compelling Question and that is supported with evidence.

Evidence:

The information a student uses to support his or her claim.

Reasoning:

The process used by a student to explain how the evidence support his or her claim.

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.

HISTORY, GOVERNMENT AND SOCIAL STUDIES

Elementary School Level CBA Rubric

Classroom-Based Assessment Compelling Question:

Standard(s) addressed by the Compelling Question:

	1 Beginning	2 Developing	3 Proficient	4 Exemplary	Score
<p>Claim/Thesis: A statement that answers the compelling question.</p>	<p>The Claim: Is absent OR is unclear.</p>	<p>The Claim: Is unclear, inaccurate or vague OR includes a reason that does not provide support for the argument.</p>	<p>The Claim: Includes a clear and accurate reason that answers the compelling question.</p>	<p>The Claim: Includes two or more clear and accurate reasons that answer the compelling question.</p>	<p>Claim Score:</p>
<p>Evidence: The details from the sources that support the claim and prove it to be true.</p>	<p>The Evidence: Is absent OR is unclear.</p>	<p>The Evidence: Includes some evidence that is vague OR is not accurate AND doesn't tell where it came from and who created it.</p>	<p>The Evidence: Is from at least one relevant, trusted and accurate source that supports the claim AND tells where it came from and who created it.</p>	<p>The Evidence: Is from two or more relevant, trusted and accurate sources that support the claim AND tells where it came from and who created it.</p>	<p>Evidence Score:</p>
<p>Reasoning: The explanation of the evidence and how it proves the claim to be true.</p>	<p>The Reasoning: Is absent OR is unclear.</p>	<p>The Reasoning: Tries to connect one piece of evidence but the connection isn't clear or is confusing.</p>	<p>The Reasoning: Clearly connects at least one piece of primary or secondary evidence to support the claim.</p>	<p>The Reasoning: Clearly connects at least two pieces of primary and/or secondary evidence to support the claim.</p>	<p>Reasoning Score:</p>

For more questions, feedback or concerns please contact:

Nathan McAlister
Humanities Program Manager - HGSS
Career, Standards and Assessment Services
nmcaster@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org