The Kansas Social Studies Standards identify five standards which describe critical understandings about the way the world works and include details on **Effective HGSS Classroom Practices**. They also highlight the historical thinking skills that develop when classroom educators effectively integrate these practices into their students' learning.

The Kansas Social Studies Classroom-Based Assessment (CBA) is designed to measure these standards and benchmarks and it allows local districts, classroom teachers, and students to design their own product that demonstrates student understanding of the Standards and Benchmarks.

To prepare students for the state level CBA, teachers coach students to be proficient in the skills described in the first three benchmarks listed under each of the five standards below in order to develop the skills necessary for the fourth benchmark.

**Kansas History Government and Social Studies Standards:**

1) Choices have Consequences
2) Individuals have Rights and Responsibilities
3) Societies are shaped by Identities, Beliefs, and Practices of Individuals and Groups
4) Societies Experience Continuity and Change Over Time
5) Relationships among People, Places, Ideas, and Environments are Dynamic
<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Standard 1 Choices Have Consequences</th>
<th>Standard 2 Individuals have Rights and Responsibilities</th>
<th>Standard 3 Societies are shaped by Identities, Beliefs, and Practices of Individuals and Groups</th>
<th>Standard 4 Societies Experience Continuity and Change Over Time</th>
<th>Standard 5 Relationships among People, Places, Ideas, and Environments are Dynamic</th>
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</thead>
<tbody>
<tr>
<td>1 Recognize and Evaluate</td>
<td>The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.</td>
<td>The student will recognize and evaluate the rights and responsibilities of people living in societies.</td>
<td>The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</td>
<td>The student will recognize and evaluate continuity and change over time.</td>
<td>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</td>
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<tr>
<td>2 Analyze the Context and Draw Conclusions</td>
<td>The student will analyze the context and draw conclusions about choices and consequences.</td>
<td>The student will analyze the context and draw conclusions about rights and responsibilities.</td>
<td>The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.</td>
<td>The student will analyze the context and draw conclusions about continuity and change.</td>
<td>The student will analyze the context and draw conclusions about dynamic relationships.</td>
</tr>
<tr>
<td>3 Investigate and Connect</td>
<td>The student will investigate and connect examples of choices and consequences with contemporary issues.</td>
<td>The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.</td>
<td>The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups.</td>
<td>The student will investigate and connect continuity and change to a contemporary issue.</td>
<td>The student will investigate and connect dynamic relationships to contemporary issues.</td>
</tr>
<tr>
<td>4 Make a claim or advance a thesis using evidence and argument</td>
<td>The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</td>
<td>The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</td>
<td>The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.</td>
<td>The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</td>
<td>The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.</td>
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</table>
Learners in the middle school 6-8 grade band are asked to complete the required State Social Studies Classroom-Based Assessment (CBA) by creating one product or presentation that demonstrates their ability to make a claim or thesis and support that claim or thesis using evidence. The following information and rubric outline what students are expected to complete during this grade band.

To prepare learners for the state level CBA that measures student competency in making a claim or advancing a thesis using evidence and argument, classroom teachers provide students learning opportunities to become proficient in the skills described in the benchmarks for each of the five standards.

**Benchmark 1:**
**Formative Task - Recognize and Evaluate**
The student is asked to **recognize** and then **evaluate** one or more of the big ideas from the standards (i.e. choices, consequences, rights, responsibilities, identities, beliefs, ideas, actions, continuity, change, or dynamic relationships).
- Teachers can integrate a variety of activities that encourage a student to identify foundational content and then compare, contrast, rank, or prioritize that content.
  - For example, students could recognize a choice and its consequences while evaluating the impact of that choice. They would recognize that President Lincoln issued the Emancipation Proclamation in January 1863. Did the Proclamation have the impact Lincoln thought that it would?

**Benchmark 2:**
**Summative Task - Analyze Context and Draw Conclusions**
The student is asked to **analyze** the circumstances surrounding one or more of the big ideas in the standards (i.e. choices, consequences, rights, responsibilities, identities, beliefs, ideas, actions, continuity, change, or dynamic relationships) and then **draw conclusions** or make judgements about what has been analyzed.
- This type of formative activity requires students to methodically examine and then make judgements about an events’ context. Context refers to the moods, attitudes, and conditions that existed in a certain time, place, demographic, system, or culture.
  - For example, a student would address questions that help uncover the context surrounding Lincoln’s decision to issue the Proclamation and develop a reasoned opinion on how the context impacted his decision.
Benchmark 3:
**Summative Task - Investigate and Make Connections**
The student is asked to *investigate* one or more of the big ideas from the standards (i.e. choices, consequences, rights, responsibilities, identities, beliefs, ideas, actions, continuity, change, or dynamic relationships) and then *make a connection to contemporary or real-world issues*.

- The ability to collect, organize, and verify information is critical to creating informed citizens.
  - For example, a student could explore events surrounding the issuing of the Emancipation Proclamation, then highlight the similarities and differences between the Proclamation and the current State and Federal policies.

Benchmark 4:
**Summative Task - Make a Claim or Advance a Thesis Using Evidence and Argument**
This demonstration of a student's ability to argue historically and use evidence is the *required State Social Studies Classroom-Based Assessment that will be scored and reported to KSDE*.

Using skills developed during formative tasks and activities a student will create a cohesive product or presentation that focuses 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).

A proficient product or presentation should include:
- A claim using facts, information, persuasive logic, and language that is open to challenge and contradiction.
- Relevant and accurate evidence that supports the claim with references in the product or presentation multiple credible sources that include at least two primary sources.
- Relevant and accurate evidence that considers the topic from multiple social studies disciplines and one point of view.
- The effective use of a textual, auditory, media, or visual product using grade level appropriate communication skills.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Beginning</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim/Thesis</td>
<td>My <em>claim/thesis</em> is unclear or absent.</td>
<td>My <em>claim/thesis</em> offers a reason or reasons that are not relevant to supporting my position.</td>
<td>I can address the compelling question or prompt by taking a clear position and making a <em>claim/thesis</em>.</td>
<td>I can address the compelling question or prompt by taking a complex position and making a <em>claim/thesis</em>.</td>
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<td></td>
<td>My <em>claim/thesis</em> does not include a reason to support my position.</td>
<td>I use an example that is unrelated to my argument.</td>
<td>I can use at least two relevant reasons to support my <em>claim/thesis</em>.</td>
<td>I can use at least three relevant reasons to support my <em>claim/thesis</em>.</td>
</tr>
<tr>
<td></td>
<td>My argument does not include an example.</td>
<td></td>
<td>I can identify at least two examples to strengthen the argument.</td>
<td>I can identify at least three examples to strengthen the argument.</td>
</tr>
<tr>
<td>Evidence</td>
<td>My product does not use any <em>evidence</em>.</td>
<td>My product uses <em>evidence</em> that is irrelevant, inaccurate, or unclear.</td>
<td>I can produce relevant and accurate <em>evidence</em> from multiple sources.</td>
<td>I can produce relevant and accurate <em>evidence</em> from multiple corroborated sources.</td>
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<tr>
<td></td>
<td>My product includes only vague references to information or ideas that may come from background knowledge.</td>
<td>My product uses limited primary source <em>evidence</em> representing one point of view and shows only partial understanding of the source.</td>
<td>I can incorporate pieces of accurate <em>evidence</em> from primary sources representing multiple viewpoints.</td>
<td>I can incorporate pieces of accurate <em>evidence</em> that are varied and reliable (primary and secondary) representing multiple viewpoints.</td>
</tr>
<tr>
<td></td>
<td>My textual, auditory, media, or visual product uses communication skills that makes it impossible for my audience to understand the argument.</td>
<td>My product is missing <em>evidence</em> details in the form of quotations, paraphrasing, or contextual information or these details are unclear and inaccurate.</td>
<td>I can include accurate <em>evidence</em> such as quotations, paraphrasing, and/or contextual elements.</td>
<td>I can incorporate accurate <em>evidence</em> including extensive details from the sources such as quotations, well-developed paraphrasing, and contextual elements.</td>
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<tr>
<td></td>
<td></td>
<td>My product is not clear about where the <em>evidence</em> is coming from and is missing information about creator, date, and media type.</td>
<td>I can produce accurate <em>evidence</em> that is appropriately cited and sourced.</td>
<td>I can appropriately cite and source the <em>evidence</em> and include additional details such as audience, intent, and context in the product.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My textual, auditory, media, or visual product uses communication skills that makes it difficult for my audience to understand the argument.</td>
<td>I can create a textual, auditory, media, or visual product using grade level appropriate communication skills.</td>
<td>I can create a textual, auditory, media, or visual product using grade level appropriate communication skills that enhance audience understanding through effective use of the medium.</td>
</tr>
</tbody>
</table>
These modified HGSS rubrics are the product of a team of HGSS professionals across the state who came together (remotely) in November and December to create simplified learner centered 4-point rubrics. KSDE acknowledges and thanks all the teachers, instructional coaches, and curriculum professionals that worked diligently to revise the original HGSS Rubrics for the 2021-2022 school year.

For the 2021-2022 school year, the HGSS Assessment will be a REQUIRED FIELD TEST to be conducted by all districts in Kansas. Beginning with the 2022-2023 school year, the HGSS Assessment will be REQUIRED EACH YEAR to be conducted by all districts in Kansas.

For any questions, feedback or concerns please contact Nathan McAlister, Humanities Program Manager, nmcalister@ksde.org.