

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

Each Kansas standard is supported by benchmarks, adapted to that specific standard:

Benchmarks	Standard 1 Choices Have Consequences	Standard 2 Individuals have Rights and Responsibilities	Standard 3 Societies are shaped by Identities, Beliefs, and Practices of Individuals and Groups	Standard 4 Societies Experience Continuity and Change Over Time	Standard 5 Relationships among People, Places, Ideas, and Environments are Dynamic
1 Recognize and Evaluate	The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.	The student will recognize and evaluate the rights and responsibilities of people living in societies.	The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.	The student will recognize and evaluate continuity and change over time.	The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
2 Analyze the Context and Draw Conclusions	The student will analyze the context and draw conclusions about choices and consequences.	The student will analyze the context and draw conclusions about rights and responsibilities.	The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.	The student will analyze the context and draw conclusions about continuity and change.	The student will analyze the context and draw conclusions about dynamic relationships.
3 Investigate and Connect	The student will investigate and connect examples of choices and consequences with contemporary issues	The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.	The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups.	The student will investigate and connect continuity and change to a contemporary issue.	The student will investigate and connect dynamic relationships to contemporary issues.
4 Make a claim or advance a thesis using evidence and argument	The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.	The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.	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.	The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.	The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

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.

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Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Claim/ Thesis	<p>My claim/thesis is unclear or absent.</p> <p>My claim/thesis does not include a reason to support my position.</p> <p>My argument does not include an example.</p>	<p>My claim/thesis offers a reason or reasons that are not relevant to supporting my position.</p> <p>I use an example that is unrelated to my argument.</p>	<p>I can address the compelling question or prompt by taking a clear position and making a claim/thesis.</p> <p>I can use at least two relevant reasons to support my claim/thesis.</p> <p>I can identify at least two examples to strengthen the argument.</p>	<p>I can address the compelling question or prompt by taking a complex position and making a claim/thesis.</p> <p>I can use at least three relevant reasons to support my claim/thesis.</p> <p>I can identify at least three examples to strengthen the argument.</p>
Evidence	<p>My product does not use any evidence.</p> <p>My product includes only vague references to information or ideas that may come from background knowledge.</p> <p>My textual, auditory, media, or visual product uses communication skills that makes it impossible for my audience to understand the argument.</p>	<p>My product uses evidence that is irrelevant, inaccurate, or unclear.</p> <p>My product uses limited primary source evidence representing one point of view and shows only partial understanding of the source.</p> <p>My product is missing evidence details in the form of quotations, paraphrasing, or contextual information or these details are unclear and inaccurate.</p> <p>My product is not clear about where the evidence is coming from and is missing information about creator, date, and media type.</p> <p>My textual, auditory, media, or visual product uses communication skills that makes it difficult for my audience to understand the argument.</p>	<p>I can produce relevant and accurate evidence from multiple sources.</p> <p>I can incorporate pieces of accurate evidence from primary sources representing multiple viewpoints.</p> <p>I can include accurate evidence such as quotations, paraphrasing, and/or contextual elements.</p> <p>I can produce accurate evidence that is appropriately cited and sourced.</p> <p>I can create a textual, auditory, media, or visual product using grade level appropriate communication skills.</p>	<p>I can produce relevant and accurate evidence from multiple corroborated sources.</p> <p>I can incorporate pieces of accurate evidence that are varied and reliable (primary and secondary) representing multiple viewpoints.</p> <p>I can incorporate accurate evidence including extensive details from the sources such as quotations, well-developed paraphrasing, and contextual elements.</p> <p>I can appropriately cite and source the evidence and include additional details such as audience, intent, and context in the product.</p> <p>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.</p>

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Reasoning	<p>My product does not provide reasoning linking evidence to the claim/thesis.</p> <p>My product does not demonstrate an understanding of discipline-specific thinking skills.</p>	<p>My product provides vague reasons supporting my claim/thesis but does not connect any evidence to my claim/thesis.</p> <p>My product demonstrates use of discipline-specific thinking skills (i.e. for history: contextualizing, comparing and contrasting, causation, or continuity and change over time).</p>	<p>I can produce reasoning that connects the evidence to the claim/thesis.</p> <p>I can demonstrate understanding of discipline-specific thinking skills in multiple ways (i.e. for history: contextualizing, comparing and contrasting, causation, or continuity and change over time).</p>	<p>I can produce clear reasoning that connects the evidence to the claim/thesis.</p> <p>I can demonstrate complex understanding of discipline-specific thinking skills in multiple ways (i.e. for history: contextualizing, comparing and contrasting, causation, or continuity and change over time).</p>
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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.