

HISTORY, GOVERNMENT AND SOCIAL STUDIES

High School Level Rubric





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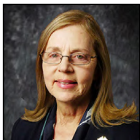
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Mission

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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HISTORY, GOVERNMENT AND SOCIAL STUDIES HIGH SCHOOL LEVEL RUBRIC

Introduction

The Kansas History, Government and Social Studies Standards (HGSS) document¹ 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 community decisions concerning content, sources and products. This locally developed assessment is based on the fourth benchmark outlined in the standards document, and specifically asks **high school students** to create a product or presentation demonstrating 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 must 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 Kansas State Department of Education (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.

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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/Thesis: Is absent OR is unclear.</p>	<p>The Claim/Thesis: Is unclear, inaccurate or vague AND includes only one relevant reason OR includes a reason or reasons that do not provide support for the argument.</p>	<p>The Claim/Thesis: Includes a clear and accurate argument that answers the compelling question, AND includes two relevant reasons that support the argument.</p>	<p>The Claim/Thesis: Includes a detailed and complex argument that answers the compelling question, AND Includes at least three relevant reasons that support and strengthen the argument.</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 includes only vague information or background knowledge that is unrelated to the compelling question AND is not appropriately cited.</p>	<p>The Evidence: Is from limited and uncorroborated primary sources OR is unclear, inaccurate or unrelated to the compelling question showing little understanding of source material AND is not appropriately cited.</p>	<p>The Evidence: Is from two or more relevant and corroborated primary sources from multiple perspectives (may also include secondary sources as needed), AND is credible, clear, accurate, and related to the compelling question showing understanding of source material AND is appropriately cited.</p>	<p>The Evidence: Is from three or more relevant and corroborated primary and secondary sources from multiple perspectives, AND is credible, clear, accurate, contextualized, and related to the compelling question showing comprehensive understanding of source material that advances the argument AND is appropriately cited.</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: Does not provide logical or specific reasoning OR does not connect the evidence to the claim/thesis, AND the counter argument is absent.</p>	<p>The Reasoning: Provides unclear or incorrect reasoning for using the evidence OR does not clearly connect the evidence to the claim/thesis, AND the counter argument is absent.</p>	<p>The Reasoning: Provides a clear explanation that connects the evidence to the claim/thesis and answers the compelling question, AND recognizes a counter argument.</p>	<p>The Reasoning: Provides a sophisticated explanation that connects the evidence to the claim/thesis, and advances the argument beyond simply answering the compelling question AND recognizes, analyzes and challenges one or more counter-arguments.</p>	<p>Reasoning Score:</p>

For more questions, feedback or concerns please contact:

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