

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 Classroom-Based Assessment, 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 Elementary 3 to 5 grade band are asked to complete the required State Social Studies Classroom-Based Assessment 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 Classroom-Based Assessment 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 consequence and evaluate its effectiveness. They could recognize the role government plays in the United States and in their local community. **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 event's 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 would consider the values and principles of the US Constitutional democracy.

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 consider the relationship the United States has with other countries and how other forms of government are similar and different from our democracy.

Benchmark 4:

Summative Task - Make a Claim or Advance a Thesis Using Evidence and Argument

The learner will create a cohesive product or presentation that focuses on one or more of the big ideas in 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 support the claim with references in the product or presentation to a credible primary source.
- Relevant and accurate evidence that considers the topic from multiple social studies disciplines and one point of view.
- The effective use of a textual or visual medium using grade level appropriate communication skills.

Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
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Claim/Thesis	My claim is not included.	My claim has a reason that that is not relevant. My claim does not include an example.	I can identify a question or concern and can find an example to answer my question(claim .) My claim has a reason or idea. My claim addresses my concern or issue.	I can identify two or more concerns and provide examples. My claim offers two or more reasons for the position I am taking. My claim has a viewpoint other than my own.
Evidence	My product does not include any evidence or information.	My product includes some evidence that but it is not accurate. My product uses evidence but doesn't say anything about where it comes from or who created it. My product is difficult for my audience to understand.	I use information from one source of evidence . My evidence shows my point of view. I tell where my evidence comes from	I can use information from two or more sources of evidence . My evidence shows my point of view and another point of view. My evidence includes details from my sources. I can tell exactly where my evidence comes from. I include details such as who wrote it or said it, and when.
Reasoning	My product does not include any reasoning that supports my claim.	My product does not connect my evidence to the claim. My product demonstrates the use of one discipline-specific thinking skill.	I provide reasons for my claim with my evidence . I include a conclusion or solution to my claim or question.	I can include examples of comparing, cause and effect or change in my claim . I can provide a clear conclusion to my claim supported by evidence .

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 those teachers, instructional coaches, and curriculum professionals that worked diligently to revise the original HGSS Rubrics for the 2020-2021 year.



History, Government, Social Studies Field Test 2020-2021
ELEMENTARY SCHOOL(3-5) RUBRIC and Information

Due to CoViD19 and the constraints and pressures it has placed on teachers, students, and districts across Kansas the 2020-2021 HGSS Assessment was changed to an OPTIONAL FIELD TEST for the 2020-2021 School Year.

While the Field Test is not required this school year, the more teachers and districts that participate and provide feedback, the more useful the information will be for the HGSS 2021-2022 school year assessment, that as of 12/31/2020 is still scheduled to be conducted by all districts in Kansas.

For any questions, feedback or concerns please contact Marcia Fiorentino, Coordinator ~ HGSS and Civic Advocacy
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