



HISTORY, GOVERNMENT, SOCIAL STUDIES FIELD TEST 2021

Middle School Rubric – Student Resource

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</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 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>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 create a textual, auditory, media, or visual product using grade level appropriate communication skills.</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>
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>