

The **Kansas History, Government and Social Studies Assessment** has three parts for you to complete, Claim, Evidence, and Reasoning.

The rubric will help you as you plan your project around your **compelling** question.

Making a **Claim/Thesis**

- A **claim/thesis** using facts, information, **logic** and language that is open to challenge and other ideas.

Supporting the **Claim/Thesis** with **Evidence**

- Important and correct **evidence** that support the **claim/thesis** with references in the product or presentation to multiple credible sources.

Explain the **Reasoning** Regarding the **Claim**

- Relevant and accurate **reasoning** that considers the topic from multiple points of view and/or counter arguments

Elementary Level Definitions:

claim: statement about the information you found about a certain question

compelling: powerful, demanding attention

evidence: The information you are using to support your **claim**

logic: a tool to develop a conclusion based on information

reasoning: explains why your evidence supports your **claim** by using logic

reference: a source(such as a book or article) that has facts or information

source: person, thing, or activity from which information is obtained

thesis: a position that you take and support with evidence

Directions:

- 1) Work with your teacher to come up with a **compelling** question about history or government. (You can do this as a group if your teacher wants you to.)
- 2) Look for information about the question with **sources** your teacher helps you to find.
- 3) List details from the sources that answer the compelling question.
- 4) Decide what you want your **claim** to be about your compelling question.
- 5) Make a product to share your **claim, evidence** and **reasons** for your **claim**. (This could be a written paper, a poster, a video, or any other idea your teacher approves.)
- 6) Use the rubric to help you to make sure you have included everything that is important for your product.

Criteria	1 Beginning	2 Developing	3 Proficient	4 Exemplary
Claim/Thesis SCORE: _____	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 SCORE: _____	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 SCORE: _____	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 .

Claim/Thesis	Evidence	Reasoning	Total Score (Sum of the three)