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:

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Standard 1 Choices Have Consequences</th>
<th>Standard 2 Individuals have Rights and Responsibilities</th>
<th>Standard 3 Societies are shaped by Identities, Beliefs, and Practices of Individuals and Groups</th>
<th>Standard 4 Societies Experience Continuity and Change Over Time</th>
<th>Standard 5 Relationships among People, Places, Ideas, and Environments are Dynamic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Recognize and Evaluate</td>
<td>The student will <strong>recognize and evaluate</strong> significant choices and consequences that have impacted our lives and futures.</td>
<td>The student will <strong>recognize and evaluate</strong> the rights and responsibilities of people living in societies.</td>
<td>The student will <strong>recognize and evaluate</strong> how societies are shaped by the identities, beliefs, and practices of individuals and groups.</td>
<td>The student will <strong>recognize and evaluate</strong> continuity and change over time.</td>
<td>The student will <strong>recognize and evaluate</strong> dynamic relationships that impact lives in communities, states, and nations.</td>
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<tr>
<td>2 Analyze the Context and Draw Conclusions</td>
<td>The student will <strong>analyze the context and draw conclusions</strong> about choices and consequences.</td>
<td>The student will <strong>analyze the context and draw conclusions</strong> about rights and responsibilities.</td>
<td>The student will <strong>analyze context and draw conclusions</strong> of how societies are shaped by the identities, beliefs, and practices of individuals and groups.</td>
<td>The student will <strong>analyze the context and draw conclusions</strong> about continuity and change.</td>
<td>The student will <strong>analyze the context and draw conclusions</strong> about dynamic relationships.</td>
</tr>
<tr>
<td>3 Investigate and Connect</td>
<td>The student will <strong>investigate and connect</strong> examples of choices and consequences with contemporary issues.</td>
<td>The student will <strong>investigate and connect</strong> the rights and responsibilities of individuals with contemporary issues.</td>
<td>The student will <strong>investigate and connect</strong> how societies are shaped by the identities, beliefs, and practices of individuals and groups.</td>
<td>The student will <strong>investigate and connect</strong> continuity and change to a contemporary issue.</td>
<td>The student will <strong>investigate and connect</strong> dynamic relationships to contemporary issues.</td>
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<tr>
<td>4 Make a claim or advance a thesis using evidence and argument</td>
<td>The student will <strong>use their understanding</strong> of choices and consequences to make a claim or advance a thesis using evidence and argument.</td>
<td>The student will <strong>use their understanding</strong> of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</td>
<td>The student will <strong>use their understanding</strong> 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.</td>
<td>The student will <strong>use their understanding</strong> of continuity and change to make a claim or advance a thesis using evidence and argument.</td>
<td>The student will <strong>use their understanding</strong> of dynamic relationships to make a claim or advance a thesis using evidence and argument.</td>
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Students in grades 9-12 complete the Kansas 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 high school.

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: 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 formative activities that encourage a student to identify foundational content and then compare, contrast, rank, or prioritize that content. Students could recognize a choice and its consequence and evaluate its impact.
- For example, if they considered the choice President Franklin Roosevelt made when he issued Executive Order 9066 in February, 1942, they could then consider if the Order had the impact (consequence) Roosevelt thought that it would.

**Benchmark 2: Analyze Context and Draw Conclusions**
The student is asked to **analyze** the circumstances surrounding 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 **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 could address questions that would uncover the context surrounding Roosevelt’s decision to issue the Order and develop a reasoned opinion on how the context impacted his decision.

**Benchmark 3: 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 use their investigative skills to explore the events surrounding the issuing of Executive Order 9066, then highlight the similarities and differences between the order and the 1988 signing of H.R. 442 providing compensation to Japanese Americans interned during World War II.

**Benchmark 4: 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/thesis using facts, information, persuasive logic, and language that is open to challenge and contradiction.
- Relevant and accurate evidence that support the claim/thesis with explicit references in the product or presentation to multiple credible sources.
- Relevant and accurate evidence that considers the topic from multiple social studies disciplines and points of view.
- A counter-argument.
- The effective use of a textual, auditory, media, or visual medium using grade level appropriate communication skills.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Beginning</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
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</table>


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 who contributed to this effort.
teachers, coaches, and curriculum professionals that worked diligently to revise the original HGSS Rubrics for the 2020-2021 year.

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 mfioentino@ksde.org