

401 North Carolina General Rubric for Reading and Social Studies

Source: North Carolina Department of Public Instruction

Subjects:	<i>Reading, social studies</i>	# of scales	1
Grade(s)	3-8	# Scale length	4

Holistic Scale

- 3** Answer addresses most aspects of the question and uses sound reasons and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.
- 2** Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level and the key skills are synthesis and analysis.
- 1** Answer deals with material on a concrete, literal level that is accurate in most dimensions.
- 0** Answer is unresponsive, unrelated or inappropriate.

Note: Scale points are defined in more detail for each test question. For example, a social studies question that asks the student to draw conclusions about a table comparing information from several countries is scored as follows:

- 3** Response draws logical, clear conclusions which are somewhat developed.
- 2** Response draws some conclusions but may be brief, somewhat lacking in clarity, or have minor errors in logic.
- 1** Response draws at least one conclusion but it may be sparse or confusing.
- 0** Response draws no conclusion or is appropriate or unrelated to the task.

402 Kentucky Open-Ended Scoring Guide for Grade 8 Mathematics, Social Studies and Science

Source: Kentucky Department of Education

Subjects:	Science, social studies, mathematics	# of scales	1
Grade(s)	8	# Scale length	5

Holistic Scale

- 4**
- The student completes all important components of the task and communicates ideas clearly.
 - The student demonstrates in-depth understanding of the relevant concepts and/or processes.
 - Where appropriate, the student chooses more efficient and/or sophisticated processes.
 - Where appropriate, the student offers interpretations or extensions (generalizations, applications, analogies).
- 3**
- The student completes most important components of the task and communicates clearly.
 - The student demonstrates understanding of major concepts even though he/she overlooks or misunderstands less important ideas or details.
- 2**
- The student completes some important components of the task and communicates those clearly.
 - The student demonstrates that there are gaps in his/her conceptual understanding.
- 1**
- Student shows minimal understanding.
 - Student unable to generate strategy or answer may display only recall. Answer lacks clear communication.
 - Answer may be totally incorrect or irrelevant.
- 0**
- Blank/no response

Note: Scale points are defined in greater detail for each test question.

403 CRESST Criteria for History Essay (page 1 of 4)

Source: Center for Research on Evaluation, Standards and Student Testing, UCLA

Subjects:	History	# of scales	6
Grade(s)	High school	# Scale length	6

Note: This rubric relates to the following history writing assignment:

Imagine that it is 1858 and you are an educated citizen living in Illinois. Because you are interested in politics and always keep yourself well-informed, you make a special trip to hear Abraham Lincoln and Stephen Douglas debate during their campaigns for the Senate seat representing Illinois. After you return home, your cousin asks you about some of the problems that are facing the nation at this time.

Write an essay in which you explain the most important ideas and issues your cousin should understand. Your essay should be based on two major sources: (1) the general concepts and specific facts you know about American History and especially what you know about the history of the Civil War; and (2) what you have learned from the readings yesterday [speeches by Lincoln and Douglas]. Be sure to show the relationships among your ideas and facts.

Scale I: General Impression of Content Quality

How well does the student know and understand this historical content?

0-5 point global rating: 0=no response, 5=highest level of understanding

Scale II: Prior Knowledge

This is a measure of the extent to which students incorporate into their essays relevant concrete information that is not mentioned in the speeches. This type of information may include pieces of legislation, court decisions, names of people, places or events, and general information about the period.

Statements of opinion are not included (e.g., "Lincoln was our greatest president"). Student should not be penalized for information that is incorrect; for example, "In 1770 some people moved from England to America and started the first settlement there." (Mistakes will be accounted for in another scale.) Extremely common knowledge such as "slaves came from Africa" is not counted in this context.

- 5 Seven or more facts/events
- 4 Five to six facts/events
- 3 Three to four facts/events
- 2 One to two facts/events
- 1 No facts/events mentioned that are not found in the texts of the speeches
- 0 No response

(cont'd.)

403 CRESST Criteria for History Essay (page 2 of 4)

Source: Center for Research on Evaluation, Standards and Student Testing, UCLA

Scale III: Principles or Concepts

This is a measure of the number of different social studies concepts or principles that the student uses with comprehension.

A *concept* is an abstract, general notion, such as "inflation." It does not refer to particular events or objects (such as one particular period of inflation), but instead represents features common to a category of events or objects. "Imperialism," for example, does not refer to any specific facts or events; it is a heading that characterizes a class of behaviors and beliefs. "Industrialization" likewise identifies a class of activities and events that share common properties. It must be clear that the student is using a term conceptually, not just as a label.

A *principle* is a rule or belief used to justify an action or judgment, as in the statement "Slavery is immoral," where "morality" serves as a justifying principle.

It should be evident that the student understands the concept and means to discuss it. The concept should not simply be mentioned within a quotation from the text with no indication that the student grasps the concept.

To earn a score point, the concept or principle need not be named explicitly, such as "Constitutionality was an important principle that influenced the debate over slavery," but the idea should be stated clearly, for example, "One problem was determining what the constitution said about slavery."

- 5 Four or more concepts/principles
- 4 Three concepts/principles
- 3 Two concepts/principles
- 2 One concept/principles
- 1 No concepts/principles
- 0 No response

(cont'd.)

Source: Center for Research on Evaluation, Standards and Student Testing, UCLA

Scale IV: Argumentation

How well does the student organize historical knowledge to make a convincing argument?

This scale focuses on how well the student analyzes and organizes historical evidence to make a well-reasoned argument or interpretation. Essays scoring at the highest level will provide adequate evidence to support and justify interpretive stances and a chain of logical argumentation or analysis.

0-5 point global rating: 0=no response, 5=highest level of coherent and cohesive argumentation.

Scale V: Proportion of Text Detail

This is a measure of the amount of material from the text of the speeches that is used in the essay.

A text detail is a quotation, paraphrase, or any other reference to information and ideas in texts provided. It should be clear that the text detail in the student essay was extracted or learned from the texts provided. If you believe that the student did not obtain information from the texts provided, do not count it as a text detail.

Assign a score according to the point which comes closest to the proportion of text detail in the student's essay. For instance, in a four-to-five age essay, 1 or 2 sentences reflecting information from the provided text will earn a score of 1. In this case, the proportion of material from the text is closer to 0 than to 1/4.

- 5** The essay uses or is based on material from the text only
- 4** Material from the text accounts for about 3/4 of the essay
- 3** Material from the text accounts for about 1/2 of the essay
- 2** Material from the text accounts for about 1/4 of the essay
- 1** No information from text
- 0** No response

(cont'd.)

403 CRESST Criteria for History Essay (page 4 of 4)

Source: Center for Research on Evaluation, Standards and Student Testing, UCLA

Scale VI: Misconceptions

This is a measure of the amount of incorrect information, or the number of misconceptions or misinterpretations, in the essay. Note that a high score on Misconceptions indicates few or no misconceptions.

Three possible types of errors to consider:

- factual errors such as incorrect names or dates
- misconceptions about the historical period
- misunderstanding or misinterpretation of the text of the debates

- 5** No misconceptions
- 4** Very minor misconception
- 3** Several minor errors and/or a moderate misconception
- 2** At least one serious misconception
- 1** One or more serious misconceptions central of the essay
- 0** No response

404 California Assessment Program History-Social Science Rubric (page 1 of 4)

Source: California Assessment Program, California Department of Education

Subjects:	<i>Social studies</i>	# of scales	4
Grade(s)	11	# Scale length	20-30

Note: For this assignment, students are divided into small groups to analyze primary and secondary source materials that reflect different points of view. After reading and discussing the documents, each group will decide on a position that it will share orally with the entire class. Evaluators and students ask the small groups questions about their position.

Follow-up activities include individual writing of a short memorandum or a paragraph and then a response to a specific prompt about the issue that requires students to support or oppose a point of view. Students can sometimes offer their point of view in a medium other than writing (e.g., a cartoon).

The entire assignment is worth 100 points. These are allocated among the scoring scales as follows:

Scale I: Group and Collaborative Learning (20 points)

17-20 Exceptional Achievement

- Almost all students enthusiastically participate
- Responsibility for task is shared
- Students reflect awareness of others' views and opinions and include references to other opinions or alternatives in presentation and answers
- Questions and answers illustrate forethought and preparation

13-16 Superior Achievement

- Students show adeptness in interacting
- At least 3/4 students actively participate
- Lively discussion centers on the task

8-12 Commendable Achievement

- Some ability to interact
- At least half the students confer or present ideas
- Attentive reading of documents and listening
- Some evidence of discussion of alternatives

5-9 Rudimentary Achievement

- Strong reliance on spokespersons
- Only one or two persons actively participate
- Sporadic interaction
- Conversation not entirely centered on topic

(cont'd.)

404 California Assessment Program History-Social Science Rubric (page 2 of 4)

Source: California Assessment Program, California Department of Education

1-4 Minimal Achievement

- Exclusive reliance on one spokesperson
- Little interaction
- Very brief conversations
- Some students are disinterested or distracted

Scale II: Critical Thinking (30 points)

25-30 Exceptional Achievement

- Demonstrates a clear, accurate understanding of the scope of the problem and the ramifications of the issues involved
- Employs all information from the documents and extensive personal knowledge that is factually relevant, accurate, and consistent in the development of a position
- Bases conclusion on a thorough examination of the evidence

19-24 Superior Achievement

- Demonstrates clear understanding of scope of problem and at least two central issues
- Uses the main points of information from the documents and personal knowledge that is relevant and consistent in developing a position
- Builds conclusion on examination of information and some consideration of consequences

13-18 Commendable Achievement

- Demonstrates a general understanding of scope of problem and more than one of the issues involved
- Employs the main points of information from the documents and at least the general idea from personal knowledge to develop a position
- Builds conclusion on examination of information and some consideration of consequences

7-12 Rudimentary Achievement

- Demonstrates only a very general understanding of scope of problem
- Focuses on a single issue
- Employs only the information provided
- May include opinion as well as fact in developing a position
- States conclusion after limited examination of evidence with little concern for consequences

(cont'd.)

404 California Assessment Program History-Social Science Rubric (page 3 of 4)

Source: California Assessment Program, California Department of Education

1-6 Minimal Achievement

- Demonstrates little understanding and only limited comprehension of scope of problem or issues
- Employs only the most basic parts of information provided
- Mixes fact and opinion in developing a viewpoint
- States conclusion after hasty or cursory look at only one or two pieces of information
- Does not consider consequences

Scale III: Communication of Ideas (20 points)

17-20 Exceptional Achievement

- Takes a strong, well-defined position
- Presents a well-organized, persuasive argument with accurate supporting evidence
- Deals with all significant issues and demonstrates a depth of understanding of important relationships
- Examines problem from several positions

13-16 Superior Achievement

- Takes a clear position
- Presents an organized argument with perhaps only minor errors in the supporting evidence
- Deals with the major issues and shows some understanding of relationships
- Gives consideration to examination of more than one idea or aspect of the problem

8-12 Commendable Achievement

- Takes a definite but general position
- Presents a somewhat organized argument
- Uses general terms with limited evidence that may not be totally accurate
- Deals with a limited number of issues
- Views problem within a somewhat limited range

5-9 Rudimentary Achievement

- Presents general and indefinite position
- Only minimal organization in presentation
- Uses generalities to support position
- Emphasizes only one issue
- Considers only one aspect of problem

404 California Assessment Program History-Social Science Rubric **(page 4 of 4)**

Source: California Assessment Program, California Department of Education.

1-4 Minimal Achievement

- Position is vague
- Presentation is brief and includes unrelated general statements
- Overall view of the problem is not clear
- Statements tend to wander or ramble

Scale IV: Knowledge and Use of History (30 points)

25-30 Exceptional Achievement

- Offers accurate analysis of the information and issue
- Provides a variety of facts to explore major and minor issues and concepts involved
- Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations.

19-24 Superior Achievement

- Offers accurate analysis of the documents
- Provides facts to relate to the major issues involved
- Uses previous general historical knowledge to examine issues involved

13-18 Commendable Achievement

- Relates only major facts to the basic issues with a fair degree of accuracy
- Analyzes information to explain at least one issue or concept with substantive support
- Uses general ideas from previous historical knowledge with fair degree of accuracy

7-12 Rudimentary Achievement

- Provides only basic facts with only some degree of accuracy
- Refers to information to explain at least one issue or concept in general terms
- Limited use of previous historical knowledge without complete accuracy
- Major reliance on information provided

1-6 Minimal Achievement

- Reiterates one or two facts without complete accuracy
- Deals only briefly and vaguely with concepts or the issues
- Barely indicates any previous historical knowledge
- Relies heavily on the information provided

405 History Fair Rubric (page 1 of 2)

Source: Ogden Elementary School, Chicago, Illinois

Subjects:	<i>Social studies</i>	# of scales	<i>4</i>
Grade(s)	<i>Upper elementary</i>	# Scale length	<i>4</i>

Scale 1: Knowledge

- 4** Demonstrates a though, accurate and coherent explanation of the topic.
Clearly identifies theme for the project.
Appropriate and relevant facts are gathered and well organized.
- 3** Demonstrates a fairly thorough and reasonably accurate explanation of the topic.
Adequately identifies theme for project.
Facts gathered are adequate but minimal.
- 2** Partial explanation of topic given with key elements missing.
Theme is not identified correctly.
Facts are muddled and unorganized.
- 1** No explanation of topic.
Theme not presented appropriately.
Basic information is inadequate.

Scale II: Quality of Presentation

- 4** Topic is related to theme and is presented imaginatively.
The exhibit is extremely creative and effectively tells a clear, concise story that stands on its own.
Project excellently flows logically from beginning to end.
Physical appearance of project shows sophistication and attention to detail in terms of typing & proofreading, neatness, etc.
- 3** Topic is related to the theme.
The exhibit is interesting and tells a clear story that stands on its own.
The project adequately flows from beginning to end.
Good physical appearance of project.
Minor flaws in attention to detail in terms of typing, proofreading, neatness, etc.
- 2** Topic shows vague references to the theme.
The exhibit tells an unclear story and is missing vital elements.
The project cannot stand on its own.
Major errors in attention to detail.
- 1** Topic is not related to the theme.
No exhibit.
Overall project lacks clarity.
Gross errors in attention to detail.

405 History Fair Rubric (page 2 of 2)

Source: Ogden Elementary School, Chicago, Illinois

Scale III: Quality of Analysis

- 4** Clearly tells a story of change over time.
Effectively deals with a problem or question and proceeds to resolve or answer it.
Formulates a conclusion statement.
Strong supportive arguments are used.
Resolutions are persuasive and based on research.
- 3** Tells a story of change over time.
Addresses problem and resolves them.
Supportive arguments are somewhat clear and organized.
Resolutions are fairly persuasive.
- 2** Insufficiently tells the story of change over time.
Project barely addresses problems.
Arguments are vague and unclear.
Shows little evidence of resolution of problem.
- 1** Project fails to tell story of change over time.
Project scarcely addresses problems.
Arguments are not supported.
Problems are not resolved.

Scale IV: Quality of Sources

- 4** Bibliography includes exceptional sources.
Sources consulted include several institutions.
Bibliography includes a wide variety of primary and secondary sources.
- 3** Bibliography includes sufficient sources.
Sources consulted include one or two institutions.
Bibliography includes a sufficient number of primary and secondary sources.
- 2** Bibliography lacks sufficient sources.
Sources consulted included at least one institution.
Bibliography included an insufficient number of primary and secondary sources.
- 1** Bibliography is inaccurate or missing.
No institutions were consulted.

406 Assessing Historical Knowledge

Source: Ogden Elementary School, Chicago, Illinois

Subjects:	<i>Social studies</i>	# of scales	1
Grade(s)	<i>Not specified</i>	# Scale length	5

Holistic Scale

- 5
 - Offers accurate, comprehensive and complete analysis of the information and issues.
 - Provides a variety of facts to explore major and minor issues.
 - Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and future situations.
- 4
 - Concise, accurate analysis of the documents.
 - Facts provided relate the major and minor issues involved.
 - Recalls previous general historical knowledge to examine historical issues.
- 3
 - Relates only major facts to the basic issues with a fair degree of accuracy.
 - Analyzes information to explain at least one issue with essential support.
 - Uses general ideas from previous historical knowledge with a fair degree of accuracy.
- 2
 - Provides only basic facts with only some degree of accuracy.
 - Refers to information to explain at least one issue or concept in general terms.
 - Limited use of previous historical knowledge with only limited accuracy.
 - Major reliance on the information provided from text.
- 1
 - Repeats one or two facts without complete accuracy.
 - Deals only briefly and vaguely with concepts or issues.
 - Indicates little or no previous historical knowledge.
 - Relies heavily on the information provided.

407 Criteria for Rating Student Writing Samples in Social Studies

Source: New York State Education Department

Subjects:	<i>Social studies, writing</i>	# of scales	1
Grade(s)	6	# Scale length	4

Holistic Scale

- 4** Consistently uses accurate data. Demonstrates a logical plan of organization and coherence in the development of ideas. Develops ideas fully using such things as examples, reasons, details, explanations, and generalizations that are relevant and appropriate. Consistently expresses ideas clearly.
- 3** Generally uses accurate data. Develops the assigned topics using a general plan of organization. Demonstrates satisfactory development of ideas through the use of adequate support materials. Generally expresses ideas clearly.
- 2** Uses some accurate data. Attempts to develop the assigned topic, but demonstrates weakness in organization and may include digressions. Demonstrates weakness in the development of ideas with little use of support materials. Has difficulty expressing ideas clearly.
- 1** Uses little accurate data. Minimally addresses the assigned topic but lacks a plan of organization. Does not use support materials in the development of ideas or uses irrelevant material. Does not express ideas clearly.

408 Interpreting Political Cartoons

Source: Heidi Coulson, Mike Jetel, Dianne Schocker, Illinois High School District 214

Subjects:	<i>Social studies</i>	# of scales	1
Grade(s)	<i>High school</i>	# Scale length	3

Excellent	Clearly identifies all characters. Clearly interprets the issue/point of cartoon. Student makes inferences. Uses evidence to support interpretation of cartoon. Writing is interesting and accurate—portrays human characteristics as well as events
Acceptable	Identifies most characters. Interprets point, but needs additional information (some understanding). Some inferences are drawn. Uses some evidence to support interpretation of cartoon. Writing is somewhat accurate in portraying human characteristics as well as events.
Unacceptable	Identifies or none of characters. Does not understand point of cartoon. Few or no inferences drawn by student relating cartoon to political situation. Product lacks accuracy, human characteristics and knowledge of events.

409 Criteria For Rating Student Responses: Essay Questions

Source: New York State Education Department

Subjects:	<i>Social studies</i>	# of scales	3
Grade(s)	8	# Scale length	6

Scale I: Use of Data

- 6 Always uses accurate and relevant data.
- 5 Consistently uses accurate and relevant data.
- 4 Uses mostly accurate and relevant data.
- 3 Mixes mostly accurate and relevant data.
- 2 Uses mostly inaccurate and irrelevant data.
- 1 Uses almost no accurate or relevant data.

Scale I: Plan of Organization

- 6 Always demonstrates a logical and coherent plan of organization.
- 5 Consistently demonstrates a logical and coherent plan of organization.
- 4 Develops the assigned topics using a general plan of organization.
- 3 Addresses the assigned topic, but demonstrates weakness in Organize and may include digression.
- 2 Attempts to develop the assigned topic, but demonstrates a profound weakness in organization and may include several digressions.
- 1 Minimally addresses the assigned topic but lacks a plan of organization.

Scale III: Development of Ideas

- 6 Always develops ideas fully and clearly, using appropriate examples, reasons, details, explanations, and/or generalizations.
- 5 Consistently develops ideas fully, using appropriate examples, reasons, details, explanations, and/or generalizations.
- 4 Demonstrates satisfactory development and expression of ideas through the adequate use of support materials.
- 3 Demonstrates weakness in the development and expression of ideas with little use of support materials.
- 2 Demonstrates profound weakness in the development and expression of ideas, with little use of support materials.
- 1 Does not use support materials in the development or expression of ideas.