

History/Social Science Rubric for Scholars

4 Expert - The scholar's work:

- is historically accurate
- is exceptionally detailed
- demonstrates an ability to thoroughly identify, describe, and define key concepts, themes, issues and big ideas
- uses critical thinking skills to analyze, evaluate and synthesize facts and draw conclusions based on evidence
- clearly expresses understanding and is unique and visually outstanding

3 Practitioner - The scholar's work:

- is historically accurate
- contains ample detail
- demonstrates an ability to identify, describe, and define key concepts, themes, issues and ideas
- uses partial thinking skills to analyze, evaluate, synthesize facts and draw conclusions based on evidence
- expresses adequate understanding with average effort

2 Novice - The scholar's work:

- may have a major factual inaccuracy, but most information is correct
- some key concepts and ideas are described
- uses unclear, inappropriate or incomplete critical thinking skills and draws inaccurate or incomplete conclusions
- overall understanding lacks quality and attention to detail

1 Needs Help - The scholar's work:

- is largely inaccurate, absent, or irrelevant
- has multiple mistakes in attention to detail
- demonstrates a lack of effort

History/Social Science Rubric

	Knowledge of evidence from the social sciences: facts/supporting details; themes/issues; and concepts/ideas	Reasoning: Analysis, evaluation, and synthesis of evidence.	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are thoroughly identified, defined and described • Significant facts/supporting details are included and accurately described • Has little or no factual inaccuracies 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence • Reaches informed conclusions based on the evidence 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation is well focused with a well-defined thesis • Presentation shows substantial evidence of organization • Presentation shows attention to the details of specific performance conventions
3	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are identified, defined, and described • Facts/supporting details are included • May have a major factual inaccuracy, but most information is correct 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence • Uses partial critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence • Reaches informed conclusions based on the evidence 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation demonstrates a focus and thesis with several narrative gaps • Presentation demonstrates adequate evidence of organization • Presentation has mistakes in attention to the details of specific performance conventions
2	<ul style="list-style-type: none"> • Some key concepts/themes/issues/ideas are identified, defined, and described • Some facts/supporting details are included • Has some correct and some incorrect information 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence • Uses unclear, inappropriate, or incomplete critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence • Reaches incomplete or inaccurate conclusions based on the evidence 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation demonstrates an inadequate focus and thesis • Presentation demonstrates inadequate evidence of organization • Presentation has insufficient attention to the details of specific performance conventions
1	<ul style="list-style-type: none"> • Few or no key concepts/themes/issues/ideas are identified, defined, and described • Few or no facts/supporting details are included • Information is largely inaccurate, absent or irrelevant 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified • Critical thinking skills and habits of mind are absent • Conclusions are lacking, absent or unclear 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear • The presentation demonstrates little focus and lacks a thesis • Presentation demonstrates little or no evidence of organization • Presentation has multiple mistakes in attention to the details of specific performance conventions.

