

TN Social Studies Constructed Response Rubric Grades 8-U.S. History – Revised July 2015

- Each student response is scored for both content and literacy with a maximum combined score of 12 points, with content being double-weighted at the recommendation of teachers who participated in the rangefinding process.
- This score will be combined with the student score from the Part II multiple choice section of the assessment to create an overall student score for the entire assessment. Reports will include detailed information about performance on both Part I and Part II.

Score	Social Studies Content	Score	Literacy in Social Studies
8	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis. • Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses all aspects of the question. • Uses evidence from the stimulus (or stimuli) to support all facets of the response. • Consistently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. • May include minor content errors that do not reflect a misunderstanding of primary social studies concepts. 	4	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims directly related to the question. • Introduces the topic or claim with accuracy and clarity. • Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Creates cohesion and clarity of relationships among ideas and concepts. • Utilizes appropriate social studies terminology to inform about or explain the topic. • Establishes and maintains an objective tone. • Provides a conclusion that follows from and is supported by the information or explanation presented. • May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility.
6	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical 	3	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims generally related to the question. • Introduces the topic or claim with

	<p>decision-making, through adequate explanation and analysis. Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</p> <ul style="list-style-type: none"> • Addresses many aspects of the question. • Uses evidence from the stimulus (or stimuli) to support some facets of the response. • Frequently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or predictions. • May include content errors that indicate a minor misunderstanding of primary social studies concepts. 		<p>adequate clarity.</p> <ul style="list-style-type: none"> • Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples. • Describes relationships among ideas and concepts. • Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic. • Establishes and maintains an objective tone. • Provides a conclusion that offers some support for the information or explanation presented. • Produces information generally appropriate for the task, purpose, and audience. • May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.
<p style="text-align: center;">4</p>	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates some historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, but explanations often lack depth and detail, and analysis lacks focus and clarity. • Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses few aspects of the question. • Uses little evidence from the stimulus (or stimuli) to support the response. 	<p style="text-align: center;">2</p>	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims partially related to the question. • Introduces the topic or claim, but with limited clarity. • Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples. • Identifies some of the relationships among ideas and concepts. • Misuses social studies terminology. • Establishes an objective tone, but introduces some unsupported

	<ul style="list-style-type: none"> Occasionally exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology. 		<p>conjectures.</p> <ul style="list-style-type: none"> Provides a conclusion with little support for the information or explanation presented. Produces some information inappropriate to the task, purpose, or audience. May contain errors in grammar and mechanics that partially detract from overall comprehensibility.
<p style="text-align: center; font-size: 2em;">2</p>	<p>The student response:</p> <ul style="list-style-type: none"> Demonstrates little to no historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, with explanations that contain little depth and detail, and analysis that has little focus or clarity. Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. May address some of the elements of the question, but the conclusions are inadequate or inaccurate. Rarely exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. May contain many content errors, flaws in reasoning, or misuse of social studies terminology. 	<p style="text-align: center; font-size: 2em;">1</p>	<p>The student response:</p> <ul style="list-style-type: none"> Focuses on topics or makes claims unrelated to the question. Fails to introduce the topic or claim or introduction lacks clarity. Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations, or other information and examples. Fails to identify relationships among ideas and concepts. Misuses social studies terminology. Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures. Fails to provide a conclusion that contains support for the information or explanation presented. Produces information inappropriate to the task, purpose, or audience. Contains errors in grammar and mechanics that detract from overall comprehensibility.