

**U.S. History Writing Rubric**

Score	Social Studies Content	Score	Literacy in Social Studies
8	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis.</li> <li>• Demonstrates a comprehensive, focused understanding of the content strand(s) – geography, culture, economics, politics, history, and Tennessee connection – referenced in the question.</li> <li>• Addresses all aspects of the question.</li> <li>• Uses evidence from the stimulus (or stimuli) to support all facets of the response.</li> <li>• 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.</li> <li>• May include minor content errors that do not reflect a misunderstanding of primary social studies concepts.</li> </ul>	4	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims directly related to the question.</li> <li>• Introduces the topic or claim with accuracy and clarity.</li> <li>• Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Creates cohesion and clarity of relationships among ideas and concepts.</li> <li>• Utilizes appropriate social studies terminology to inform about or explain the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that follows from and is supported by the information or explanation presented.</li> <li>• May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility.</li> </ul>
6	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through adequate explanations and analysis.</li> <li>• Demonstrates a general understanding of the content strand(s) – geography, culture, economics, politics, history, and Tennessee connection – referenced in the question.</li> <li>• Addresses many aspects of the question.</li> <li>• Uses evidence from the stimulus (or stimuli) to support some facets of the response.</li> <li>• 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.</li> <li>• May include content errors that indicate a minor misunderstanding of primary social studies concepts.</li> </ul>	3	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims generally related to the question.</li> <li>• Introduces the topic or claim with adequate clarity.</li> <li>• Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples.</li> <li>• Describes relationships among ideas and concepts.</li> <li>• Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that offers some support for the information or explanation presented.</li> <li>• Produces information generally appropriate for the task, purpose, and audience.</li> <li>• May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.</li> </ul>
4	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrates a partial understanding of the content strand(s) – geography, culture, economics, politics, history, and Tennessee connection – referenced in the question.</li> <li>• Addresses few aspects of the question.</li> <li>• Uses little evidence from the stimulus (or stimuli) to support the response.</li> <li>• Occasionally exhibits proper use of historical data related the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May arrive at acceptable conclusions, but the response might be incomplete, or contain content errors, or misuse social studies terminology.</li> </ul>	2	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims partially related to the question.</li> <li>• Introduces the topic or claim, but with limited clarity.</li> <li>• Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples.</li> <li>• Identifies some of the relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Establishes an objective tone, but introduces some unsupported conjectures.</li> <li>• Provides a conclusion with little support for the information or explanation presented.</li> <li>• Produces some information inappropriate to the task, purpose, or audience.</li> <li>• May contain errors in grammar and mechanics that partially detract from overall comprehensibility.</li> </ul>
2	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• 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 and clarity.</li> <li>• Demonstrates little to no understanding of the content strand(s) – geography, culture, economics, politics, history, and Tennessee connection – referenced in the question.</li> <li>• May address some of the elements of the question, but the conclusions are inadequate or inaccurate.</li> <li>• Rarely exhibits proper use of historical data related the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May contain many content errors and flaws in reasoning, or misuse of social studies terminology.</li> </ul>	1	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims unrelated to the question.</li> <li>• Fails to introduce the topic or claim or introduction lacks clarity.</li> <li>• Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations or other information and examples.</li> <li>• Fails to identify relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures.</li> <li>• Fails to provide a conclusion that contains support for the information or explanation presented.</li> <li>• Produces information inappropriate to the task, purpose, or audience.</li> <li>• Contains errors in grammar and mechanics that detract from overall comprehensibility.</li> </ul>