**DRAFT LDC Rubric Dimensions for History-Social Science**

**HIGH SCHOOL Grades 9-12**

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|  | **Emerging** | **Approaches Expectations** | **Meets Expectations** | **Advanced** |
| ***Disciplinary Content***  *[SELECT SPECIFIC CONTENT STANDARD(S) HERE.]* | Includes disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content with minor errors in explanation. | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |
| ***Disciplinary Concepts***  *[SELECT SPECIFIC DISCIPLINARY CONCEPT(S) RELEVANT TO THE TEACHING TASK.]* | | | | |
| ***Continuity and Change*** | Identifies changes or continuities. | Explains changes or continuities using specific related examples from different time periods. | Accurately explains both changes and continuities over time using specific comparable cases or examples that can be compared across time. | Thoroughly, clearly, and accurately explains both changes and continuities over time using specific comparable examples or cases that can be compared across time.  AND  Connects changes or continuities in one area to other areas. |
| ***Cause and Effect*** | Includes causes or effects of past events. | Explains causes and effects of past events or developments. | Clearly explains reasonable relationships between multiple, complex causes and effects of past events or developments. | Clearly explains reasonable and precise relationships between multiple, complex causes and effects of past events. AND  Evaluates their relative significance OR classifies causes to argue their relative significance. |
| Other disciplinary concepts may be added in the future… | | | | |

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| **C3 Strand** | **Emerging** | **Approaches Expectation** | **Meets Expectation** | **Advanced** |
| **History-Social Science Practices *[SELECT SPECIFIC PRACTICE(S) RELEVANT TO THE TEACHING TASK.]*** | | | | |
| *Develop Research Questions & Plan Inquiries* | Poses a central question with unclear relevance to the topic OR  Question is too broad or narrow in scope to guide initial investigation.  Supporting questions are absent or irrelevant. | Poses a relevant, central question that is specific enough to guide initial investigation.  Identifies a connection between question and existing information or ideas.  Identifies supporting questions that are generally related to the central question and can help guide initial investigation. | Poses a compelling central question that is targeted enough to guide investigation.  Clearly explains how question builds on existing ideas about the topic.  Uses specific supporting questions referring to relevant expert ideas or debates to help advance the inquiry. | Poses an important and compelling central question that is targeted enough to guide in-depth investigation.  Clearly explains how question builds on the ideas of experts and/or debates about an enduring issue.  Uses specific supporting questions grounded in relevant expert ideas and debates to help advance and deepen the inquiry.  Identifies additional questions that emerge from this investigation. |
| *Determine Helpful Sources* | Consults one or two relevant sources that share point of view. | Consults multiple sources relevant to the inquiry and that represent multiple points of view. | Consults multiple relevant sources of various types (e.g., primary, secondary, print, digital, visual, graphic) that represent varied points of view. | Consults multiple, significant sources of various types (e.g., primary, secondary, print, digital, visual, graphic) that represent varied points of view.  Identifies gaps in evidence related to available sources. |
| *Critique Arguments or Explanations in Secondary Sources* | Accurately summarizes others’ argument(s) or explanation(s). Critique is absent, loosely related, or focuses on insignificant details. | Critiques others’ argument(s) or explanation(s) in terms of supporting evidence, and/or logic. | Critiques the strengths and weaknesses of others’ argument(s) or explanation(s) in terms of supporting evidence, and/or logic, using well-chosen examples. | Thoroughly critiques the strengths and weaknesses of others’ argument(s) or explanation(s) in terms of accuracy, supporting evidence, logic, and/or gaps in knowledge, using well-chosen examples. |

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| **C3 Strand** | **Emerging** | **Approaches Expectation** | **Meets Expectation** | **Advanced** |
| *Use Disciplinary Lenses**(Economic, Civic, Historical, or Geographic)* | Applies a disciplinary lens (concepts, knowledge, reasoning, tools, viewpoint) in an argument or explanation, but application is inaccurate or irrelevant. | Applies an appropriate disciplinary lens (concepts, knowledge, reasoning, tools, viewpoint) to support an explanation or argument. | Applies appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, viewpoints) in explicit and accurate ways to explain or argue. | Applies appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, viewpoints) to explain or argue about a complex topic in a precise or nuanced way, while acknowledging the limitations of those lenses. |
| *Understand Perspectives* | Identifies perspective of people in the past or author(s). | Accurately identifies perspective of people in the past or author(s), and factors that influence those perspectives. | Accurately describes perspective(s) of people in the past or author(s) and explains how interacting contextual factors influence those perspectives. | Accurately describes perspective(s) of people in the past or author(s), and explains how the interaction of complex contextual factors influences those perspectives.  AND  Considers representativeness of particular perspective OR identifies a missing perspective. |
| *Contextualize Information* | Includes minimal background information relevant to the topic. | Makes a connection to a relevant context -- political, social or economic circumstances of the time or place, or prior historical events, ideas, or conditions. | Explains connections to relevant contexts -- political, social or economic circumstances of the time and place, and/or prior historical events, ideas, or conditions. | Clearly explains and integrates connections to relevant and significant contexts -- political, social or economic circumstances of the time and place and/or prior historical events, ideas, or conditions -- in ways that strengthen or deepen the explanation or argument. |

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| **C3 Strand** | **Emerging** | **Approaches Expectation** | **Meets Expectation** | **Advanced** |
| ***Analyze Sources*** | Introduces a source by referring to its origin. | Uses the date and origin of a source (intended audience, place, author), as appropriate, to interpret the source. | Uses the dates and origins of sources (intended audience, place, author), as appropriate, to accurately interpret sources and the authors’ perspectives and purposes. | Uses the dates and origins of sources (intended audience, place, author), as appropriate, to accurately and fully interpret sources and the authors’ perspectives and purposes, and to discuss the limitations of the sources. |
| *Corroborate Sources* | Relies on one source to support an explanation or argument. | Uses multiple sources to support a particular explanation or argument, without explicitly comparing evidence. | Makes explicit connections among sources by comparing or contrasting evidence to support a particular explanation or argument. | Makes explicit, significant connections among sources by comparing and contrasting evidence to strengthen or explain limitations of an explanation or argument. |
| *Explain a Social Problem* | Discusses a social problem generally, using a relevant example.  Identifies an opportunity or challenge in addressing the problem. | Defines and explains a social problem, generally identifying its characteristics or causes, using a relevant example.  Describes opportunities or challenges in addressing problem. | Clearly defines and explains a social problem, identifying its characteristics and causes, using relevant examples of the problem.  Explains opportunities and challenges in addressing problem. | Clearly, thoroughly, and precisely defines and analyzes a social problem to understand its characteristics and causes, using multiple significant examples from different contexts.  Clearly explains and prioritizes opportunities and challenges in addressing problem. |
| *Assess Options and Recommend Action* | Identifies options for individual or collective action. | Generates and assesses options for individual or collective action to address a social problem, in terms of costs, benefits, or possible outcomes, and recommends a reasonable action. | Generates and assesses options for individual and collective action to address a social problem, in terms of costs, benefits, and/or possible outcomes, and recommends a logical action. | Generates and thoroughly assesses options for individual and collective action to address a social problem, in terms of costs, benefits, potential outcomes, and/or effective strategies, and recommends specific action(s) consistent with that evaluation. |