

## HISTORY RESPONSE RUBRIC

### Level 5

### Mastery

The student's constructive response or project **SHOWS COMPLETE UNDERSTANDING** and the student **TEACHES OR LEADS DISCUSSION(S)** of the question/topic **and CONNECTS to the STUDY GUIDE**. The response is insightful, integrates knowledge, and demonstrates powerful application.

- Review expectations for Level 4 to show mastery.

### Level 4

### 100/50 Points

The constructive response or project **SHOWS COMPLETE UNDERSTANDING** of the question/topic **and CONNECTS to the STUDY GUIDE**. The response is insightful, integrates knowledge, and demonstrates powerful application.

- The application **shows powerful evidence** of Higher Order Thinking Skills.
- Concepts are **accurate and well supported** by examples/quotes, explaining examples/quotes, and identifying why the examples/quote is important.
- Answer/Topic is **connected to the appropriate perspective**.
- Response **provides clear and effective connection** with the **DC standards, Inquiry Arc, Compelling Questions, Supporting Questions, Lesson Objectives and a connection to yourself if the answer requires** .
- Effectively identifies **Progress and Equity while incorporating other Perspectives**.
- Vocabulary terms are **used appropriately to demonstrate understanding**.

### Level 3

### 80/40 Points

The constructive response or project **SHOWS SOME UNDERSTANDING** of the question/topic **and CONNECTS to the STUDY GUIDE**. The response includes appropriate application that demonstrates evidence of Higher Order Thinking Skills.

- The application **shows some evidence** of Higher Order Thinking Skills.
- Concepts are **accurate and supported** by examples/quotes, explaining examples/quotes, and identify why the examples/quotes are important.
- Answer/Topic is **connected to the appropriate perspective**.
- There are no interfering misconceptions.
- The response **may not develop all parts equally** when **connecting the DC standards, Inquiry Arc, Compelling Questions, Supporting Questions, and Lesson Objectives**.
- Identifies **Progress vs. Equity without incorporating other Perspectives**.
- Vocabulary terms are **used appropriately to demonstrate understanding**.

**CHART APPLIES TO LEVEL 3 AND 4 - OBSERVATION:** The response answers the question of HOW IT CONNECTS or the SO WHAT part of a response. Possible strategies to obtain HOTS are:

<b>IDENTIFYING AND ANALYZING THE IDEA OF PROGRESS AND EQUITY AND WHETHER TO CHANGE OR NOT</b>		
<b>HIGHER ORDER THINKING SKILLS (HOTS)</b>		
Using cause & effect	Applying analysis & evaluation	Comparing & contrasting
Weighing & balancing competing interests, Perspectives and ISPICE.	Connections - Applying relevant knowledge from related fields of history, <b>current events</b> , etc.	Including an analogy that illuminates the knowledge
Assess & Appraise	Design & Create	Categorize & Debate
Applying 3 of the components above to support your answer will have good foundation of knowledge and builds the sides of the house with HOTS as support.		
If none of the concepts are used or one of the concepts above is used efficiently, you can't receive a score higher than a Level 2. Connecting the different HOTS concepts in your answer shows how much you understand the subject.		

## Level 2

70/35 Points

The constructive response shows **SOME KNOWLEDGE** of the question/topic but **DOES NOT CONNECT** to the **LEARNING EXPECTATIONS**. The response **shows knowledge** of the question/topic and is acceptable with **some key ideas but does not connect examples with Progress vs. Equity or other Perspectives**. The response **shows little to no evidence** of application of Higher Order Thinking Skills (HOTS/Chart above).

- The response includes names and titles (the words “I, they, he, she, them, etc.” are used **AFTER** topic has been introduced).
- The response includes **VOCABULARY TERMS** that are used correctly.
- The response includes some basic ideas (evidence is shown).
- The response provides little or no support (HOTS is not shown).
  - Minimum or ineffective use of Higher Order Thinking Concepts used.
- There are minimal misconceptions.
- ISPICE and Perspectives are used incorrectly
  - (Do NOT use vs. in the sentence or say “ISPICE” or Letter only (example “S”).
  - Use the word “social”, words related to social, or **buzz words** to describe ISPICE.
- Does not clearly show the connection between DC standards, Inquiry Arc, Compelling Questions, Supporting Questions, and Lesson Objectives.
- Author’s/student’s perspective was not discussed.

## Level 1

60/30 Points

The constructive response **SHOWS MINIMAL KNOWLEDGE** of the question/topic and **DOES NOT connect to the LEARNING EXPECTATIONS, completed incorrectly or is irrelevant**. The response is related to the question/topic, but it is inadequate.

- Does **NOT** answer the question or the assignment is incomplete.
- The response **DOES NOT** include names and titles (the words “they, he, she, them, etc.” **ARE NOT USED** appropriately).
- Evidence **IS NOT** effectively used.
- The response provides little or no support (HOTS is not shown).
  - Minimum or ineffective use of Higher Order Thinking Concepts used.
- Vocabulary terms **ARE NOT** used in the response.
- The response includes incomplete or fragmented ideas or knowledge.
- There may be significant misconceptions.
- Author’s/ student’s perspective was not discussed.
- Summary given when critical thinking is needed

## Level 0

59/29 - 0 Points

Summary is given when told not to give one. Answer is given that is completely incorrect or irrelevant. Plagiarizing. No response given.

- Points can be earned if student turned in work that attempts to answer the question even if the answer is wrong (but must have followed instructions that were given). Evidence needs to be shown in order for this to occur.

Knowledge and Understanding indicate the degree to which the response reflects a grasp of the question/topic. The response indicates mastery that progresses from knowledge to understanding.

*Points are normally on a scale of either 50 or 100 points unless otherwise noted. Projects and essays will normally be worth 100 points. Assessments will normally be graded on a scale of 50 points unless otherwise noted.*