

NTN Knowledge & Thinking Rubric for History/Social Science Argumentation/Explanation, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.



NewTech Network

	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT College Ready	P/ A	ADVANCED College Level
ARGUMENT/THESIS <i>What is the evidence that the student can communicate a clear historical/social scientific argument/thesis?</i>	<ul style="list-style-type: none"> Argument/Thesis is unclear or irrelevant to the prompt or research question 		<ul style="list-style-type: none"> Argument/Thesis is relevant to the prompt or research question 		<ul style="list-style-type: none"> Argument/Thesis clearly answers the prompt or research question 		<ul style="list-style-type: none"> Argument/Thesis is precise and nuanced and clearly answers the prompt or research question
CLAIMS/SUPPORTING IDEAS <i>What is the evidence that the student can determine claims/ideas that support the argument/thesis?</i>	<ul style="list-style-type: none"> Includes general or irrelevant claims/supporting ideas 		<ul style="list-style-type: none"> Includes specific claims/supporting ideas that are relevant to the argument/thesis 		<ul style="list-style-type: none"> Includes significant and specific claims/ideas that support the argument/thesis 		<ul style="list-style-type: none"> Includes the most significant, specific claims/ideas that sharpen the argument/thesis
COUNTERCLAIMS (OPTIONAL)* <i>What is the evidence that the student can address questions and counterclaims?</i>	<ul style="list-style-type: none"> Questions or counterclaims are absent, unclear, and/or simply mentioned 		<ul style="list-style-type: none"> Discusses clearly stated questions or counterclaims 		<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 		<ul style="list-style-type: none"> Fully addresses and responds to clearly stated questions or counterclaims in a way that sharpens the argument
EVIDENCE <i>What is the evidence that the student can select and include supporting evidence?</i>	<ul style="list-style-type: none"> Evidence (e.g. information, quotes, and examples) is missing or irrelevant 		<ul style="list-style-type: none"> Refers to limited evidence (e.g. information, quotes, and examples) that is relevant to the argument/thesis 		<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis 		<ul style="list-style-type: none"> Refers to the most significant and varied** evidence (e.g. information, quotes, and examples) that comprehensively supports the argument/thesis
ANALYSIS OF EVIDENCE <i>What is the evidence that the student can use evidence to support the argument/thesis?</i>	<ul style="list-style-type: none"> Summarizes but does not explain how evidence supports the argument/thesis 		<ul style="list-style-type: none"> Summarizes and attempts to explain how evidence supports the argument/thesis 		<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis 		<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis in a nuanced way
ANALYSIS AND SYNTHESIS OF SOURCES <i>What is the evidence that the student can analyze and synthesize sources?</i>	<ul style="list-style-type: none"> Presents sources without considering the source's date and origin or its context/s (e.g. historical, political, social) Presents source/s without noting discrepancies 		<ul style="list-style-type: none"> Acknowledges the source's date and origin, and/or its context/s (e.g. historical, political, social) Acknowledges and attempts to explain discrepancies between sources using information from other sources 		<ul style="list-style-type: none"> Draws conclusions about the source's content and point of view in light of its date and origin, and/or its context/s (e.g. historical, political, social) Clearly explains discrepancies between sources using information from other sources 		<ul style="list-style-type: none"> Draws nuanced conclusions about the source's content and point of view in light of its date and origin and/or its context/s Clearly explains and challenges discrepancies between sources, presenting a coherent whole



<p>CONTENT <i>What is the evidence that the student knows and can use accurate and relevant historical/social scientific content?</i></p>	<ul style="list-style-type: none"> Historical/Social scientific content is absent and/or contains significant inaccuracies Connections to particular historical/social science contexts are absent 	<ul style="list-style-type: none"> Historical/social scientific content is limited but accurate Mentions relevant (e.g. historical, political, social, cultural) contexts in relation to topic 	<ul style="list-style-type: none"> Content is detailed, accurate, and supports the argument/thesis Includes a discussion of relevant (e.g. historical, political, social, cultural) contexts 	<ul style="list-style-type: none"> Content is accurate, conveys depth and breadth of knowledge on topic, and seamlessly supports the argument/thesis Situates issue in relevant and significant (e.g. historical, political, social, cultural) contexts
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*The inclusion and addressing of counterclaims will not be required or appropriate for all kinds of writing, e.g. explanatory writing

**Varied evidence is drawn from multiple sources and/or types of sources to illustrate multiple points of view