

# NTN Knowledge & Thinking Rubric for History/Social Science Argumentation/Explanation Grade 8

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 High School Ready	P/ A	ADVANCED High School Level
<b>ARGUMENT/THESIS</b> <i>What is the evidence that the student can develop a historical/social scientific argument/thesis?</i>	<ul style="list-style-type: none"> <li>Argument is <b>unclear</b> or <b>underdeveloped</b></li> </ul>		<ul style="list-style-type: none"> <li>Argument is <b>relevant</b> to the prompt or research question</li> </ul>		<ul style="list-style-type: none"> <li>Argument <b>answers</b> the prompt or research question</li> </ul>		<ul style="list-style-type: none"> <li>Argument <b>clearly answers</b> the prompt or research question</li> </ul>
<b>CLAIMS/SUPPORTING IDEAS</b> <i>What is the evidence that the student can determine claims/ideas that support the argument/thesis?</i>	<ul style="list-style-type: none"> <li>Includes <b>unclear</b> or <b>irrelevant</b> claims/supporting ideas</li> </ul>		<ul style="list-style-type: none"> <li>Includes claims/supporting ideas <b>related</b> to the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Includes claims/ideas that <b>support</b> the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Includes <b>specific</b> claims/ideas that <b>support</b> the argument/thesis</li> </ul>
<b>COUNTERCLAIMS (OPTIONAL)*</b> <i>What is the evidence that the student can address questions and counterclaims?</i>	<ul style="list-style-type: none"> <li>Counterclaims or questions are <b>absent, one side dominates</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Alludes to</b> questions or counterclaims, questions or counterclaims may be <b>unclear</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Acknowledges clear</b> questions or counterclaims</li> </ul>		<ul style="list-style-type: none"> <li><b>Develops and responds to clearly stated</b> questions or counterclaims</li> </ul>
<b>EVIDENCE</b> <i>What is the evidence that the student can select and include supporting evidence?</i>	<ul style="list-style-type: none"> <li>Evidence (e.g. information, quotes, and examples) is <b>missing</b> or <b>irrelevant</b></li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>limited</b> but <b>mostly relevant</b> evidence (e.g. information, quotes, and examples)</li> </ul>		<ul style="list-style-type: none"> <li>Refers to evidence (e.g. information, quotes, and examples) that <b>supports</b> the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>varied**</b> evidence (e.g. information, quotes, and examples) that <b>supports</b> the argument/thesis</li> </ul>
<b>ANALYSIS OF EVIDENCE</b> <i>What is the evidence that the student can select and include supporting evidence?</i>	<ul style="list-style-type: none"> <li><b>May not analyze evidence, or summarizes but does not explain</b> how evidence supports the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Summarizes and <b>attempts to explain</b> how evidence supports the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li><b>Explains</b> how evidence supports the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li><b>Clearly explains</b> how evidence supports the argument/thesis</li> </ul>

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<p><b>ANALYSIS AND SYNTHESIS OF SOURCES</b>  <i>What is the evidence that the student can analyze and synthesize sources?</i></p>	<ul style="list-style-type: none"> <li>• <b>Presents</b> sources <b>without identifying</b> the author's point of view or purpose</li> <li>• <b>Presents</b> source/s <b>without describing</b> the relationship between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to identify</b> the author's point of view or purpose</li> <li>• <b>Presents</b> sources, <b>attempting</b> to describe the relationship between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifies</b> the author's point of view or purpose</li> <li>• <b>Describes</b> the relationship between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Draws conclusions</b> about sources based on the author's point of view or purpose</li> <li>• <b>Draws conclusions</b> based on the relationship between primary and secondary sources</li> </ul>
<p><b>CONTENT</b>  <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"> <li>• Historical/social scientific content is <b>absent</b> or <b>irrelevant</b></li> <li>• Connections to particular historical/social science topics are <b>absent</b></li> </ul>	<ul style="list-style-type: none"> <li>• Historical/social scientific content is <b>limited</b> and/or contains <b>minor inaccuracies</b></li> <li>• <b>Alludes</b> to one relevant historical/social science context</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/social scientific content is <b>mostly relevant</b> and <b>accurate</b></li> <li>• <b>Mentions</b> at least one relevant context (e.g. historical, political, social, cultural) in relation to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/social scientific content is <b>relevant</b>, accurate, and <b>supports</b> the argument/thesis</li> <li>• <b>Discusses</b> at least one relevant context (e.g. historical, political, social, cultural) in relation to topic</li> </ul>

\*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

