Performance Assessment

Scoring Systems in History/Social Studies: High Quality Rubrics

RANGE OF PERFORMANCE ASSESSMENTS
DIFFERENT TYPES OF SCORING SYSTEMS

- Checklists
- Point scoring systems
- Scoring Rubrics
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Advanced (7)</th>
<th>Proficient (5)</th>
<th>Developing (3)</th>
<th>Basic (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis/Primary Claim</td>
<td>A central, precise, and knowledgeable thesis clearly and convincingly answers the prompt.</td>
<td>A central thesis clearly answers the prompt.</td>
<td>Thesis is partially developed or answers part of the prompt.</td>
<td>Thesis that guides argument is not clearly stated.</td>
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<td>(LHSSW1a)</td>
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<td>Organization</td>
<td>• Essay logically sequences related claims, reasons, and evidence.</td>
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<td>• Essay presents claim(s), and evidence.</td>
<td>• Essay includes claims and information, but clear connections between them are missing.</td>
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<td>(LHSSW1a)</td>
<td>• Essay’s organization supports a coherent and convincing argument.</td>
<td>• Essay’s organization clearly guides reader through parts of the argument.</td>
<td>• Essay is loosely organized to present an argument.</td>
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<tr>
<td>Perspectives</td>
<td>An alternate perspective or counter claim is thoroughly developed, and refuted or used to sharpen the argument.</td>
<td>An alternate perspective or counter claim is clearly distinguished from the thesis, and developed with evidence or reasons.</td>
<td>An alternate perspective or counter claim is included, but not clearly challenged nor integrated into the argument.</td>
<td>Alternate perspective or counterclaim is absent or not clearly related to the thesis.</td>
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<td>Using and Introducing Documents</td>
<td>All documents are used and introduced by referring to their origins (e.g., author/date/genre).</td>
<td>Most documents are used and introduced by referring to their origins (e.g., author/date/genre).</td>
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<td>Significant and nuanced connections between documents are made and these deepen or extend the argument.</td>
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<td>Documents are described and discussed but rarely compared.</td>
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<td>Evidence</td>
<td>Evidence, including information and quotations, is synthesized and explained to thoroughly develop and convincingly support the thesis.</td>
<td>Evidence, including information and quotations, is explained to thoroughly develop and logically support the thesis.</td>
<td>Thesis is supported by evidence, including information and quotations.</td>
<td>Evidence used to support thesis is not relevant or inaccurate.</td>
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<td>Historical Information and Concepts</td>
<td>Substantial historical knowledge or concepts accurately and logically inform the argument and are used to challenge sources or relevant arguments.</td>
<td>Substantial historical knowledge or concepts accurately and logically informs and supports the argument with only minor errors.</td>
<td>Accurate and relevant historical information is included with only minor errors.</td>
<td>Demonstrates significant confusion about relevant historical information or concepts.</td>
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STORY OF THE EVOLUTION OF A RUBRIC
Rubrics improve over time through application and analysis.

Specific features increase rubric’s utility.

Scoring system should focus on historical/disciplinary understanding.
HISTORY AS
INQUIRY & LITERACY
PERFORMANCE ASSESSMENT

Targets skills and knowledge that matter...
RUBRICS

Define and communicate what quality looks like

Help students and teachers track progress in meeting performance outcomes.

Help us focus on important disciplinary skills, knowledge and processes.
REVISE DBQs to Focus On

Focus on Historical understanding and analysis

Focus on Common Core Standards
Holistic Rubric

Score of 5:
- Thoroughly develops the task evenly and in depth by discussing the positive and/or negative effects of geography on the development of the United States.
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the Lewis and Clark exploration of the northern Louisiana Territory with opening the way to settlement of the West despite difficulties of traveling overland trails to transportation improvements and the availability of natural resources that encouraged further migration and eventual challenges to the environment; connects the isolationist influence of the Atlantic Ocean with the announcement of the Neutrality Proclamation and the Farewell Address to the reasons for the reassessment of the ocean’s effectiveness as a basis for our policies prior to World War I and World War II and the threat of Soviet nuclear weapons during the Cold War in nearby Cuba.
- Incorporates relevant information from at least five documents (see Key Ideas Chart).
- Incorporates substantial relevant outside information related to the effects of geography on the development of the United States (see Outside Information Chart).
- Richly supports the theme with many relevant facts, examples, and details, e.g., isolationism; Oregon Trail; Manifest Destiny; transportation revolution; Atlantic Ocean; Neutrality Acts; Fidel Castro; Bay of Pigs; Cuban missile crisis; long-range missile sites; naval quarantine; blockade.
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.

Score of 4:
- Develops the task by discussing the positive and/or negative effects of geography on the development of the United States but may do so somewhat unevenly by discussing some effects of geography more thoroughly than other effects.
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the interest in westward settlement generated by the Louisiana Purchase, the difficulties experienced by settlers traveling overland trails to the Pacific, and the improvement of transportation that facilitated increased access to natural resources that encouraged further migration; discusses the influence of the Atlantic Ocean on the development of successful isolationism policies and the inability of the ocean to protect the United States from involvement in World War I and World War II and in keeping the Soviet Union out of the Western Hemisphere.
- Incorporates relevant information from at least five documents.
- Incorporates relevant outside information.
- Supports the theme with relevant facts, examples, and details.
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.

Score of 3:
- Develops the task with little depth by discussing positive and/or negative effects of geography on the development of the United States.
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information).
- Incorporates some relevant information from some of the documents.
- Incorporates limited relevant outside information.
- Includes some relevant facts, examples, and details; may include some minor inaccuracies.
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme.
Thoroughly develops the task evenly and in depth by discussing the positive and/or negative effects of geography on the development of the United States.
Assessment for and as Learning
COMMON ANALYTIC RUBRICS

See student growth over time

Inform subsequent instruction
Revising Rubric Sources Consulted

- Performance outcomes and standards
- Knowledge of student work
- Sample rubrics
- Research on student thinking
- Wisdom from experience

Revision
Rubric Dimensions

- Argument
- Using Evidence A
- Using Evidence B
- Using Evidence C
- Historical Content A
- Historical Content B
- Writing Organization and Clarity
- Conventions
ARGUMENT

What is the evidence that a student can make a historical argument?

1. A central thesis clearly answers the prompt.

2. Essay clearly presents related claims, counterclaim(s), reasons, and evidence.

3. A counterclaim, distinct from the thesis, is challenged.

CCSS Literacy WH.1: Write arguments focused on discipline-specific content...
CCSS Literacy.RH. Standard 1: 
Cite specific textual evidence to support analysis of primary and secondary sources...

Using Evidence
What is the evidence that a student can use and analyze historical sources?

Explains evidence, including information and quotations, to support thesis

A

Sources are evaluated for perspective, believability, and accuracy.

B

Dates and origins of sources help students make accurate claims.

C
What is the evidence that a student can use knowledge about historical context to craft a reasonable argument?

Explains connections to relevant political, social or economic conditions of late 19th century America.
QUALITY IN VERSION 2

- Analytic
- Seven distinct score levels
- Common Core disciplinary skills and additional disciplinary concepts
- Can select dimensions
AREAS OF IMPROVEMENT IN VERSION 2

- Too many indicators in specific domains
- Some proficiencies needed to be included
- Too complex
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Rubric Dimensions

- Thesis
- Primary claim, organization
- Perspectives
- Using and introducing documents
- Sourcing
- Comparing documents
- Evidence
- Historical information and concepts

Writing Organization and Clarity

- Thesis
- Primary claim, organization
- Perspectives
- Using and introducing documents
- Sourcing
- Comparing documents
- Evidence
- Historical information and concepts
Distinct and focused dimensions

Version 2:
DIMENSION NAME
• Argument

Version 3:
DIMENSION NAMES
• Thesis/Primary claim;
• Organization
• Perspectives
Version 2:
DIMENSION NAMES
Using Evidence B and C

Version 3:
DIMENSION NAMES
• Using and introducing documents
• Sourcing
• Comparing documents
Version 2: DIMENSION NAMES
“Core content related to the topic is included with minor factual errors”

Version 3: DIMENSION NAMES
“Substantial historical knowledge or concepts accurately and logically informs and supports the argument with only minor errors.”
Additional Resources

On session 4 page.
Next time: Revisit the Design Process