

Performance Assessment

# Scoring Systems in History/Social Studies: High Quality Rubrics

*RANGE OF PERFORMANCE ASSESSMENTS*



**SCALE**

Stanford Center for Assessment, Learning, & Equity

# DIFFERENT TYPES OF SCORING SYSTEMS



Checklists



Point scoring  
systems



Scoring  
Rubrics

# SCORING RUBRIC

Dimension		Advanced (7)	6.5	Proficient (5)	4.5	Developing (3)	2.5	Basic (1)
Thesis/Primary Claim (LHSSW1a)		A central, precise, and knowledgeable thesis clearly and convincingly answers the prompt.		A central thesis clearly answers the prompt.		Thesis is partially developed or answers part of the prompt.		Thesis that guides argument is not clearly stated.
Organization (LHSSW1a)		<ul style="list-style-type: none"> <li>Essay logically sequences related claims, reasons, and evidence.</li> <li>Essay's organization supports a coherent and convincing argument.</li> </ul>		<ul style="list-style-type: none"> <li>Essay clearly presents related claims, reasons, and evidence.</li> <li>Essay's organization clearly guides reader through parts of the argument.</li> </ul>		<ul style="list-style-type: none"> <li>Essay presents claim(s), and evidence.</li> <li>Essay is loosely organized to present an argument.</li> </ul>		<ul style="list-style-type: none"> <li>Essay includes claims and information, but clear connections between them are missing.</li> <li>Essay's organization lacks focus and is hard to follow.</li> </ul>
Perspectives (LHSSW1b)		An alternate perspective or counter claim is thoroughly developed, and refuted or used to sharpen the argument.		An alternate perspective or counter claim is clearly distinguished from the thesis, and developed with evidence or reasons.		An alternate perspective or counter claim is included, but not clearly challenged nor integrated into the argument.		Alternate perspective or counterclaim is absent or not clearly related to the thesis.
Documents	Using and Introducing Documents (LHSSR1)	All documents are used and introduced by referring to their origins (e.g., author/date/genre).		Most documents are used and introduced by referring to their origins (e.g., author/date/genre).		Most documents are used and some are introduced by referring to their origins (e.g., author/date/genre).		There are significant errors in referencing documents.
	Sourcing (LHSSR1)	The dates and origins of documents are used (as appropriate) to understand the authors' perspectives and purposes, and discuss the limitations of the sources.		The dates and origins of documents are used (as appropriate) to understand the authors' perspectives and purposes and to evaluate the reliability of their contents.		The date and origins of a document are used (as appropriate) to understand the author's perspective and purpose and to evaluate the reliability of its contents.		Date and origins of documents needs to be considered.
	Comparing Documents (LHSSWR9)	Significant and nuanced connections between documents are made and these deepen or extend the argument.		Connections between documents are made by grouping similar positions or identifying differences between documents.		Documents are described and discussed but rarely compared.		One document dominates the entire argument.
Evidence (LHSSW1b)		Evidence, including information and quotations, is synthesized and explained to thoroughly develop and convincingly support the thesis.		Evidence, including information and quotations, is explained to thoroughly develop and logically support the thesis.		Thesis is supported by evidence, including information and quotations.		Evidence used to support thesis is not relevant or inaccurate.
Historical Information and Concepts (LHSSW1)		Substantial historical knowledge or concepts accurately and logically inform the argument and are used to challenge sources or relevant arguments.		Substantial historical knowledge or concepts accurately and logically informs and supports the argument with only minor errors.		Accurate and relevant historical information is included with only minor errors.		Demonstrates significant confusion about relevant historical information or concepts.



# 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

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*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 routes 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 isolation 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

# TASK-SPECIFIC RUBRIC

“

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.

”



# PERFORMANCE ASSESSMENT

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*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*



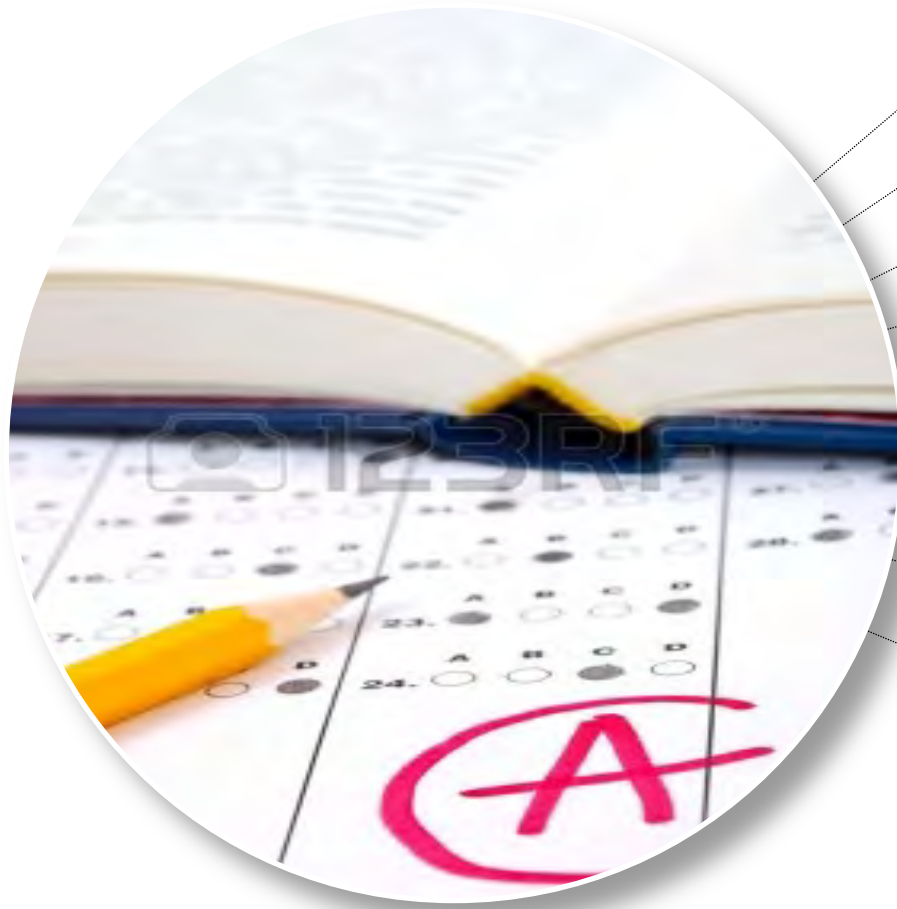
PAUSE

DOWNLOAD

REVIEW

Version 2

# Rubric Dimensions



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

# CCSS Literacy WH.1:

Write arguments  
focused on discipline-  
specific content...

## 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.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?*

- A** Explains evidence, including information and quotations, to support thesis
- B** Sources are evaluated for perspective, believability, and accuracy.
- C** Dates and origins of sources help students make accurate claims.

# Historical Context

## Historical Content B

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

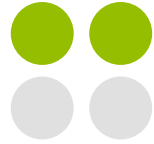
Explains connections to relevant political, social or economic conditions of late 19<sup>th</sup> century America.



# QUALITY IN VERSION 2



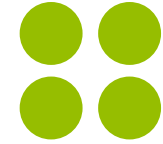
Analytic



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

PAUSE

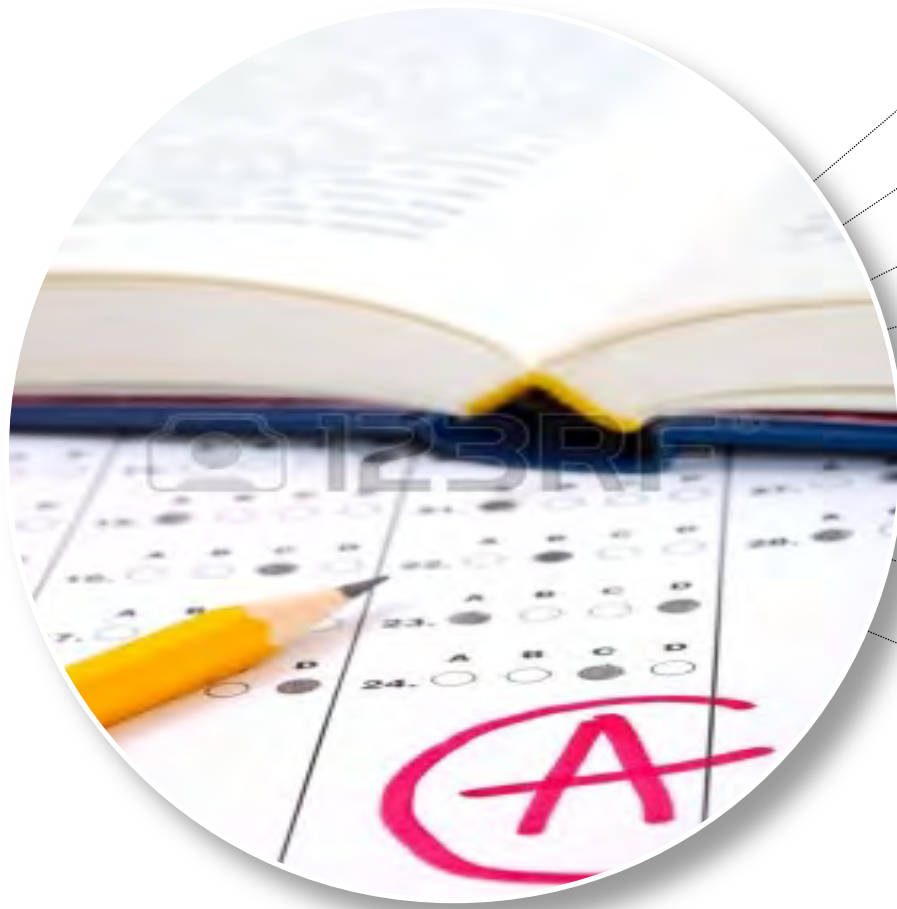
DOWNLOAD

REVIEW

Version 3

<b>Organization</b> (LHSSW1a)		<ul style="list-style-type: none"> <li>Essay <b>logically sequences</b> related claims, reasons, and evidence.</li> <li>Essay's organization supports a <b>coherent and convincing</b> argument.</li> </ul>	<ul style="list-style-type: none"> <li>Essay <b>clearly</b> presents related claims, reasons, and evidence.</li> <li>Essay's organization <b>clearly guides reader</b> through parts of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>Essay presents claim(s), and evidence.</li> <li>Essay is <b>loosely</b> organized to present an argument.</li> </ul>	<ul style="list-style-type: none"> <li>Essay includes claims and information, but clear connections between them are missing.</li> <li>Essay's organization lacks focus and is hard to follow.</li> </ul>
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	<b>Comparing Documents</b> (LHSSWR9)	<b>Significant and nuanced</b> connections between documents are made and these deepen or extend the argument.	<u>Connections between documents are made by grouping similar positions or identifying differences</u> between documents.	Documents are described and discussed but <b>rarely compared</b> .	One document dominates the entire argument.
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# Rubric Dimensions



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



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."

A glowing lightbulb is the central focus of the image. The bulb is illuminated from within, casting a soft, warm glow. The text 'Additional Resources' is written in a golden-yellow font across the middle of the bulb. The background is a gradient of blue, transitioning from a darker blue at the top to a lighter blue at the bottom. The lightbulb is positioned on a white surface, which creates a soft shadow beneath it.

## Additional Resources

On session 4 page.



Next time: Revisit the Design Process