

Seymour Public Schools Vision of a Graduate (VoG)

Social Studies Rubrics and Reflection Prompts Aligned to CSDE (K–12)

Purpose

This tool is designed to help Seymour educators assess and support students as "Critical Thinkers," one of the core capacities in our Vision of a Graduate. It is aligned with disciplinary concepts, evaluating sources, or communicating resources and taking action.

Critical Thinker

◆ Critical Thinker C3 Focus:

- Dimension 2: Disciplinary Concepts (History, Civics, Economics, Geography)
- Dimension 3: Evaluating Sources and Using Evidence
- Dimension 4: Communicating Conclusions and Taking Informed Action

◆ Critical Thinker Reflection Prompts – Social Studies

- What questions helped me understand this topic?
- What did I learn from different sources?
- How did I support my argument with evidence?
- What conclusions did I draw and how?

◆ Critical Thinker Rubric – C3 Social Studies Standards Alignment (K–12)

Grade Band	Beginning	Developing	Proficient	Advanced
K–2	Asks simple questions about the past	Describes facts from personal experiences	Uses questions to gather information from sources	Draws conclusions from multiple sources and shares ideas clearly
3–5	Identifies basic cause and effect	Summarizes key ideas with support	Analyzes sources and uses evidence to explain	Evaluates sources and compares perspectives

6–8	Describes events without depth	Begins to interpret sources	Constructs arguments using evidence and reasoning	Synthesizes complex sources to present well-reasoned conclusions
9–12	States opinions with minimal support	Gathers and summarizes key points	Evaluates claims, sources, and reasoning	Creates nuanced arguments with evidence and multiple perspectives

Effective Communicator

♦ Effective Communicator Social Studies C3 Focus:

- Dimension 4: Communicating Conclusions
- Collaborative civic discourse and informed dialogue

♦ Effective Communicator Reflection Prompts – Social Studies

- How did I share my thinking with others?
- Did I support my ideas with evidence?
- How did I respond to other points of view?
- How can I improve my communication?

♦ Effective Communicator Rubric – C3 Social Studies Standards Alignment (K–12)

Grade Band	Beginning	Developing	Proficient	Advanced
K–2	Shares ideas with support	Responds to others with prompting	Expresses ideas clearly in discussion	Communicates opinions using examples and asks questions
3–5	Describes main ideas simply	Participates in discussions with reminders	Shares information clearly using visuals or writing	Engages in debates, asks clarifying questions

6–8	Gives brief responses without reasoning	Uses some evidence in discussions	Presents arguments using evidence and structure	Communicates with precision and considers audience and purpose
9–12	Participates with minimal preparation	Summarizes and presents ideas clearly	Communicates reasoned conclusions through writing/speaking	Persuades with clarity and integrates counterclaims

Problem Solver

♦ Problem Solver C3 Focus:

- Dimension 4: Taking Informed Action

♦ Problem Solver Reflection Prompts – Social Studies

- What is the problem I noticed or studied?
- What ideas did I consider to solve it?
- How did I plan or act to create change?
- What impact did my actions have?

♦ Problem Solver Rubric – C3 Social Studies Standards Alignment (K–12)

Grade Band	Beginning	Developing	Proficient	Advanced
K–2	Notices problems in community	Suggests simple ideas for change	Describes a solution and how to help others	Plans and takes action to help improve school or community
3–5	Describes a civic issue with help	Explains why an issue matters	Suggests ways to solve a community issue	Designs and leads a civic improvement or class action
6–8	Identifies a social problem	Researches background and ideas	Develops action plan based on evidence	Evaluates impact and adjusts civic strategies

9–12	Describes a public issue	Analyzes stakeholder views	Proposes and justifies a solution	Leads informed civic engagement and reflects on change outcomes
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Self-Director

♦ Self-Director C3 Focus:

- Dimension 1: Developing Questions and Planning Inquiries
- Dimension 4: Responsible civic participation and reflective thinking

♦ Self-Director Reflection Prompts – Self-Director in Social Studies

- Did I stay focused on my learning goals?
- How did I plan and manage my time?
- What helped me stay organized and on task?
- What do I need to change or continue next time?

♦ Self-Director Rubric – C3 Social Studies Standards Alignment (K–12)

Grade Band	Beginning	Developing	Proficient	Advanced
K–2	Needs reminders to stay on task	Follows steps with help	Completes tasks independently with support	Sets personal goals and reflects on civic learning
3–5	Starts work with support	Uses checklists or reminders to stay organized	Manages work independently and meets deadlines	Monitors goals and takes initiative in exploring civic issues
6–8	Needs prompting to engage with content	Plans work with guidance	Follows through on plans and uses feedback	Adjusts learning goals based on reflection and inquiry

9–12	Relies on external structure	Sets basic goals with support	Demonstrates initiative and self-regulation	Independently engages in self-reflection and civic responsibility
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Emotional Intelligence

♦ Emotional Intelligence C3 Focus:

- Dimension 2 and 4: Perspective taking and civic discourse
- Respect, empathy, and civil conversation

♦ Emotional Intelligence Reflection Prompts – Social Studies

- How did I show empathy in this lesson or discussion?
- What did I learn about others' perspectives?
- How did I respond to ideas different from mine?
- How can I better manage emotions in future conversations?

♦ Emotional Intelligence Rubric – C3 Social Studies Standards Alignment (K–12)

Grade Band	Beginning	Developing	Proficient	Advanced
K–2	Identifies simple feelings in others	Begins to understand fairness	Describes how people feel in different situations	Expresses empathy and kindness in classroom discussions
3–5	Reacts emotionally to new ideas	Listens to others with prompting	Shows empathy and respect for diverse viewpoints	Reflects on different perspectives with compassion
6–8	Struggles with disagreement	Listens respectfully and responds appropriately	Recognizes emotional impact of historical events	Evaluates multiple perspectives and emotional contexts
9–12	Responds with emotion without analysis	Begins to understand bias and viewpoint	Demonstrates empathy in civic dialogue	Leads with respect and emotional awareness in discussions and projects

