



New Tech Network

## NTN Knowledge and 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.

Foundational Questions for Teachers:

*Ask Yourself:*

- How does my history affect my teaching of history?
- How do I show that I hold high expectations for all students?
- How do I make this work meaningful? Are the topics I offer real-world? Do I give students choices?
- Given that students take risks every time they share, how can my response encourage students to share more often even if they don't have the right answer?
- To what degree is what I have planned informed by students' current needs?
- Have I explicitly taught the skills needed to reach an advanced writing level? (ex. how to include nuance in writing)
- Do students fully understand the prompt? How do I know?
- Have I planned the lesson so that it reflects writing skills that build on each other?
- Do I model multiple perspectives? Do I support my own opinions?
- Where can teachers give students opportunities to self assess and advocate for their rubric placement?
  - Where do you see yourself on this rubric and why?
  - What do you need to move to the next level?



|                                                                                            | EMERGING                                                                                                                                                    | E/<br>D | DEVELOPING                                                                                                                                                                 | D/<br>P | PROFICIENT<br>High School Ready                                                                                                                                                                    | P/<br>A | ADVANCED<br>High School Level                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ARGUMENT/EXPLANATION<br><i>Formulating a historical/social scientific argument/thesis?</i> | <ul style="list-style-type: none"> <li>Argument/Explanation is on topic</li> </ul>                                                                          |         | <ul style="list-style-type: none"> <li>Argument/Explanation is generally reasonable (based on some evidence) and mostly answers the prompt or research question</li> </ul> |         | <ul style="list-style-type: none"> <li>Argument/Explanation is evidence-based and directly answers the prompt or research question</li> </ul>                                                      |         | <ul style="list-style-type: none"> <li>Argument/Explanation is evidence-based, directly and completely answers the prompt or research question, and reflects understanding of the topic.</li> </ul>                                                                                                   |
| CLAIMS/SUPPORTING IDEAS<br><i>Providing claims/ideas that develop the argument/thesis?</i> | <ul style="list-style-type: none"> <li>Includes ideas, reasons or examples that are connected to the topic</li> </ul>                                       |         | <ul style="list-style-type: none"> <li>Includes ideas, reasons, or examples that are generally relevant to the argument/thesis</li> </ul>                                  |         | <ul style="list-style-type: none"> <li>Includes relevant claims, ideas, or reasons that support the argument/thesis</li> </ul>                                                                     |         | <ul style="list-style-type: none"> <li>Includes relevant specific claims/ideas that support and clarify the argument/thesis</li> </ul>                                                                                                                                                                |
| COUNTERCLAIMS (OPTIONAL)*<br><i>Responding to questions and counterclaims?</i>             | <ul style="list-style-type: none"> <li>Acknowledges that there are other perspective(s)</li> </ul>                                                          |         | <ul style="list-style-type: none"> <li>Identifies a possible counterclaim or question, OR</li> <li>Identifies an alternate perspective</li> <li></li> </ul>                |         | <ul style="list-style-type: none"> <li>Describes a possible counterclaim or question and provides a reason to consider it or dismiss it, OR</li> <li>Describes an alternate perspective</li> </ul> |         | <ul style="list-style-type: none"> <li>Explains an anticipated counterclaim or question and provides reasons why it may or may not be valid (evidence-based), OR</li> <li>Explains an alternate perspective that represents stakeholders whose voices are typically marginalized</li> <li></li> </ul> |
| SELECTING EVIDENCE<br><i>Selecting and explaining evidence?</i>                            | <ul style="list-style-type: none"> <li>Refers to limited evidence or relies on one source, OR</li> <li>Needs support to select relevant evidence</li> </ul> |         | <ul style="list-style-type: none"> <li>Refers to mostly credible evidence (e.g. information, quotes, and examples) that is generally relevant.</li> </ul>                  |         | <ul style="list-style-type: none"> <li>Refers to credible evidence (e.g. information, quotes, and examples) that supports the argument/thesis</li> </ul>                                           |         | <ul style="list-style-type: none"> <li>Refers to credible and varied** evidence (e.g. information, quotes, and examples) that supports the argument/thesis</li> </ul>                                                                                                                                 |





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| <p>ANALYSIS OF EVIDENCE<br/><i>Interpreting and explaining evidence?</i></p> | <ul style="list-style-type: none"> <li>Restates ideas, evidence, or examples from sources</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>Describes, summarizes, or paraphrases relevant ideas, concepts, or information in texts or other sources with general accuracy.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Explains or interprets relevant ideas, concepts, or information in texts or other sources accurately.</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>Explains or interprets relevant quotes, examples, paraphrased or summarized text, data, visuals/graphics, or other evidence in an accurate, logical way.</li> </ul>                                                                                                                                            |
|                                                                              | <ul style="list-style-type: none"> <li>Presents or summarizes information/details from the source(s) at face value</li> <li>Begins to link information from sources by inserting the information together</li> </ul>                                   | <ul style="list-style-type: none"> <li>Makes generally reasonable inferences about the meaning of source(s) based on details from the source(s).</li> <li>Makes an explicit connection between information from sources</li> </ul>                | <ul style="list-style-type: none"> <li>Makes reasonable inferences about the meaning of source(s) based on details about their date and origin, and/or other details</li> <li>Compares sources and identifies an important difference or similarity that is relevant to understanding the topic/event.</li> </ul> | <ul style="list-style-type: none"> <li>Makes logical inferences about the meaning of source(s) based on details about their date and origin and/or other details from the sources</li> <li>Cross-checks source information and accurately identifies a discrepancy or consistency between sources to draw a conclusion about a topic/event</li> </ul> |
|                                                                              | <p>CONTENT<br/><i>Accurately explaining relevant historical/social scientific content?</i></p> <ul style="list-style-type: none"> <li>Content is on topic</li> <li>Provides a high-level context (e.g., this event took place in the 1800s)</li> </ul> | <ul style="list-style-type: none"> <li>Content is generally accurate and on topic</li> <li>Provides a partial context to the topic/event (e.g., this event took place in during the westward expansion movement in the 1850s in Texas)</li> </ul> | <ul style="list-style-type: none"> <li>Content is accurate and relevant to the argument/thesis</li> <li>Explains at least one context (e.g. historical, political, social, cultural) relevant to the topic/event</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Content is detailed, accurate and relevant to, the argument/thesis</li> <li>Accurately explains at least one context (e.g. historical, political, social, cultural) relevant to understanding the topic/event</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





| Teachers can be seen:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Moving Practice from Emerging to Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Moving Practice from Developing to Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>● <i>Reteaching thesis, claims and evidence.</i></li><li>● <i>Close reading</i></li><li>● <i>Reviewing claims, evidence and counterclaims</i></li><li>● <i>Using collaborative discussion with peers and the whole group to facilitate development of thinking and ideas</i></li><li>● <i>Practicing skills verbally (before writing)</i></li><li>● <i>Valuing varied student responses</i></li><li>● <i>Connecting historical issues to relevant current issues and events</i></li></ul> | <ul style="list-style-type: none"><li>● <i>Facilitating Peer feedback</i></li><li>● <i>Teaching annotation</i></li><li>● <i>Having oral debate leading to argument formulation</i></li><li>● <i>Reviewing strong evidence and evaluating as a group which evidence best supports an argument/thesis</i></li><li>● <i>Reading, reviewing texts, films, etc. with multiple perspectives</i></li><li>● <i>Encouraging students to consider and describe alternate strategies</i></li><li>● <i>Asking students to consider if opinions or claims are necessarily correct or accurate, prompting critical thinking</i></li><li>● <i>Challenging students to recognize, examine and deconstruct their own cultural assumptions and biases</i></li></ul> |