

## 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?

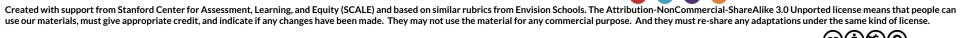






	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT High School Ready	P/ A	ADVANCED High School Level
Argument/Explanation Formulating a historical/social scientific argument/thesis?	Argument/Explanation is on topic		Argument/Explanation is generally reasonable (based on some evidence) and mostly answers the prompt or research question		Argument/Explanation is evidence-based and directly answers the prompt or research question		Argument/Explanation is evidence-based, directly and completely answers the prompt or research question, and reflects understanding of the topic.
CLAIMS/SUPPORTING IDEAS Providing claims/ideas that develop the argument/thesis?	Includes ideas, reasons or examples that are connected to the topic		• Includes ideas, reasons, or examples that are generally relevant to the argument/thesis		<ul> <li>Includes relevant claims, ideas, or reasons that support the argument/thesis</li> </ul>		Includes relevant specific claims/ideas that support and clarify the argument/thesis
Counterclaims (optional)* Responding to questions and counterclaims?	Acknowledges that there are other perspective(s)		<ul> <li>Identifies a possible counterclaim or question, OR</li> <li>Identifies an alternate perspective</li> </ul>		<ul> <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> <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> </ul>
SELECTING EVIDENCE Selecting and explaining evidence?	<ul> <li>Refers to limited evidence or relies on one source, OR</li> <li>Needs support to select relevant evidence</li> </ul>		Refers to mostly credible evidence (e.g. information, quotes, and examples) that is generally relevant.		Refers to credible evidence (e.g. information, quotes, and examples) that supports the argument/thesis		Refers to credible and varied** evidence (e.g. information, quotes, and examples) that supports the argument/thesis







Analysis of Evidence Interpreting and explaining evidence?	Restates ideas, evidence, or examples from sources	<ul> <li>Describes, summarizes, or paraphrases relevant ideas, concepts, or information in texts or other sources with general accuracy.</li> </ul>	• Explains or interprets relevant ideas, concepts, or information in texts or other sources accurately.	Explains or interprets relevant quotes, examples, paraphrased or summarized text, data, visuals/graphics, or other evidence in an accurate, logical way.
Analysis and Synthesis of Sources Analyzing, comparing, and synthesizing sources?	<ul> <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> <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> <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> <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>
Content Accurately explaining relevant historical/social scientific content?	<ul> <li>Content is on topic</li> <li>Provides a high-level context (e.g., this event took place in the 1800s)</li> </ul>	<ul> <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> <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> <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>

<sup>\*</sup>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:						
Moving Practice from Emerging to Developing	Moving Practice from Developing to Proficient					
<ul> <li>Reteaching thesis, claims and evidence.</li> <li>Close reading</li> <li>Reviewing claims, evidence and counterclaims</li> <li>Using collaborative discussion with peers and the whole group to facilitate development of thinking and ideas</li> <li>Practicing skills verbally (before writing)</li> <li>Valuing varied student responses</li> <li>Connecting historical issues to relevant current issues and events</li> </ul>	<ul> <li>Facilitating Peer feedback</li> <li>Teaching annotation</li> <li>Having oral debate leading to argument formulation</li> <li>Reviewing strong evidence and evaluating as a group which evidence best supports an argument/thesis</li> <li>Reading, reviewing texts, films, etc. with multiple perspectives</li> <li>Encouraging students to consider and describe alternate strategies</li> <li>Asking students to consider if opinions or claims are necessarily correct or accurate, prompting critical thinking</li> <li>Challenging students to recognize, examine and deconstruct their own cultural assumptions and biases</li> </ul>					



