

## TN Social Studies Constructed Response Rubric Grades 6-7 – Revised July 2015

- Each student response is scored for both content and literacy with a maximum combined score of 12 points, with content being double-weighted at the recommendation of teachers who participated in the rangefinding process.
- This score will be combined with the student score from the Part II multiple choice section of the assessment to create an overall student score for the entire assessment. Reports will include detailed information about performance on both Part I and Part II.

<b>Score</b>	<b>Social Studies Content</b>	<b>Score</b>	<b>Literacy in Social Studies</b>
<b>8</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the knowledge and skills related to the development of societies and civilizations. This level of understanding is demonstrated through a clear, focused explanation and thoughtful analysis.</li> <li>• Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Demonstrates a strong understanding of the historical period referenced in the question.</li> <li>• Addresses all aspects of the question.</li> <li>• Uses evidence from the stimulus (or stimuli) to support all facets of the response.</li> <li>• May contain minor content errors that do not reflect a misunderstanding of primary social studies concepts.</li> </ul>	<b>4</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims directly related to the question.</li> <li>• Introduces the topic or claim with accuracy and clarity.</li> <li>• Develops the topic or claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Creates cohesion and clarity of relationships among ideas and concepts.</li> <li>• Utilizes appropriate social studies terminology correctly to inform about or explain the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that follows from and supports the information or explanation presented.</li> <li>• Produces information appropriate for the task, purpose, and audience.</li> <li>• May contain minor errors in grammar and mechanics, but these errors do not detract from overall comprehensibility.</li> </ul>
<b>6</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the knowledge and skills related to the development of societies and civilizations.</li> </ul>	<b>3</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims generally related to the question.</li> <li>• Introduces the topic or claim with adequate</li> </ul>

	<p>This level of understanding is demonstrated through adequate explanation and analysis. Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the historical period referenced in the question.</li> <li>• Addresses many aspects of the question.</li> <li>• Uses evidence from the stimulus (or stimuli) to support some facets of the response.</li> <li>• May include content errors that indicate a minor misunderstanding of primary social studies concepts.</li> </ul>		<p>clarity.</p> <ul style="list-style-type: none"> <li>• Develops the topic or claim with some relevant facts, definitions, details, quotations, or other information and examples.</li> <li>• Describes relationships among ideas and concepts.</li> <li>• Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that offers some support for the information or explanation presented.</li> <li>• Produces information generally appropriate for the task, purpose, and audience.</li> <li>• May contain a few errors in grammar and mechanics, but these errors detract little from overall comprehensibility.</li> </ul>
<p style="text-align: center;"><b>4</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of some of the knowledge and skills related to the development of societies and civilizations, but the explanation lacks depth and detail and the analysis lacks focus and clarity.</li> <li>• Demonstrates a partial understanding of the content strand(s)—geography, culture, society, economics, politics, and Tennessee connection—referenced in the question.</li> <li>• Demonstrates a partial understanding of the historical period referenced in the question.</li> <li>• Addresses few aspects of the question.</li> <li>• Uses little evidence from the stimulus (or</li> </ul>	<p style="text-align: center;"><b>2</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims partially related to the question.</li> <li>• Introduces the topic or claim, but with limited clarity.</li> <li>• Develops the topic or claim with some inadequate support of facts, definitions, details, quotations, or other information and examples.</li> <li>• Identifies some of the relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Establishes an objective tone, but introduces some unsupported conjectures.</li> <li>• Provides a conclusion with little</li> </ul>

	<p>stimuli) to support the response.</p> <ul style="list-style-type: none"> <li>• May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology.</li> </ul>		<p>support for the information or explanation presented.</p> <ul style="list-style-type: none"> <li>• Produces some information inappropriate for the task, purpose, or audience.</li> <li>• May contain errors in grammar and mechanics that partially detract from overall comprehensibility.</li> </ul>
<p style="text-align: center;"><b>2</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of the knowledge and skills related to the development of societies and civilizations.</li> <li>• Demonstrates little or no understanding of the content strand(s)—geography, culture, society, economics, politics, and Tennessee connection—referenced in the question.</li> <li>• Demonstrates little or no understanding of the historical period referenced in the question.</li> <li>• May address some of the elements of the question, but the conclusions are inadequate or inaccurate.</li> <li>• May contain many content errors, flaws in reasoning, or misuse social studies terminology.</li> </ul>	<p style="text-align: center;"><b>1</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims unrelated to the question.</li> <li>• Fails to introduce the topic or claim or introduction lacks clarity.</li> <li>• Develops the topic or claim with little or no support of facts, definitions, details, quotations, or other information and examples.</li> <li>• Fails to identify relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures.</li> <li>• Fails to provide a conclusion that contains support for the information or explanation presented.</li> <li>• Produces information inappropriate for the task, purpose, or audience.</li> <li>• Contain errors in grammar and mechanics that detract from overall comprehensibility.</li> </ul>