

## HISTORY RESPONSE RUBRIC

### Level 4

100/50 Points

The constructive response or project **SHOWS COMPLETE UNDERSTANDING** of the question/topic **and CONNECTS to the LEARNING EXPECTATIONS**. The response is insightful, integrates knowledge, and demonstrates powerful application.

- The application **shows powerful evidence** of Higher Order Thinking Skills.
- Concepts are **accurate and well supported** by examples/quotes, explaining examples/quotes, and identifying why the examples/quote is important.
- Answer/Topic is **connected to the appropriate perspective**.
- Response **provides clear and effective connection** with the **DC standards, Inquiry Arc, Compelling Questions, Supporting Questions, and Lesson Objectives**.
- Effectively identifies **Progress and Equity while incorporating other Perspectives**.

### Level 3

80/40 Points

The constructive response or project **SHOWS SOME UNDERSTANDING** of the question/topic and **CONNECTS to the LESSON EXPECTATIONS**. The response includes appropriate application that demonstrates evidence of Higher Order Thinking Skills.

- The application **shows some evidence** of Higher Order Thinking Skills.
- Concepts are **accurate and supported** by examples/quotes, explaining examples/quotes, and identify why the examples/quotes are important.
- Answer/Topic is **connected to the appropriate perspective**.
- There are no interfering misconceptions.
- The response **may not develop all parts equally** when **connecting the DC standards, Inquiry Arc, Compelling Questions, Supporting Questions, and Lesson Objectives**.
- Identifies Progress vs. Equity **without incorporating** other Perspectives.
- Vocabulary terms are **used appropriately to demonstrate understanding**.

OBSERVATION: The response answers the question of HOW IT CONNECTS or the SO WHAT part of a response. Possible strategies to obtain HOTS are:

Using cause & effect	Applying analysis & evaluation	Comparing & contrasting
Weighing & balancing competing interests, Perspectives and ISPICE.	Applying relevant knowledge from related fields of history, <b>current events</b> , etc.	Including an analogy that illuminates the knowledge

Applying 3 of the components above to support your answer will have good foundation of knowledge and builds the sides of the house with HOTS as support.

## Level 2

70/35 Points

The constructive response shows **SOME KNOWLEDGE** of the question/topic but **DOES NOT CONNECT to the LEARNING EXPECTATIONS**. The response **shows knowledge** of the question/topic and is acceptable with **some key ideas, but does not connect examples with higher order thinking skills**. The response **shows little to no evidence** of application of Higher Order Thinking Skills (HOTS).

- The response includes names and titles (the words “I, they, he, she, them, etc.” are used AFTER topic has been introduced).
- The response includes vocabulary terms.
- The response includes some basic ideas (evidence is shown).
- The response provides little or no support (HOTS is not shown).
- There are minimal misconceptions.
- SPICE and Perspectives are used incorrectly (using vs. to describe/saying “S”)
- Does not clearly show the connection between DC standards, Inquiry Arc, Compelling Questions, Supporting Questions, and Lesson Objectives.
- Author’s/student’s perspective was not discussed.
- Vocabulary terms are used appropriately.

## Level 1

60/30 Points

The constructive response **SHOWS MINIMAL KNOWLEDGE** of the question/topic and **DOES NOT connect to the LEARNING EXPECTATIONS, completed incorrectly or is irrelevant**. The response is related to the question/topic, but it is inadequate.

- The response **DOES NOT** include names and titles (the words “they, he, she, them, etc.” **ARE NOT USED** appropriately).
- Evidence **IS NOT** effectively used.
- Vocabulary terms **ARE NOT** used in the response.
- The response includes incomplete or fragmented ideas or knowledge.
- There may be significant misconceptions.
- Author’s/ student’s perspective was not discussed.
- Summary given when critical thinking is needed

## Level 0

59/29 - 0 Points

Summary is given when told not to give one. Answer is given that is completely incorrect or irrelevant. Plagiarizing. No response given.

- Points can be earned if student turned in work that attempts to answer the question even if the answer is wrong (but must have followed instructions that were given). Evidence needs to be shown in order for this to occur.

Knowledge and Understanding indicate the degree to which the response reflects a grasp of the question/topic. The response indicates mastery that progresses from knowledge to understanding.

*Points are normally on a scale of either 50 or 100 points unless otherwise noted. Projects and essays will normally be worth 100 points. Assessments will normally be graded on a scale of 50 points unless otherwise noted.*