

TN Social Studies Constructed Response Rubric Grades 3-5 – 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.

Score	Social Studies Content	Score	Literacy in Social Studies
8	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a thorough understanding of the knowledge and skills related to the historical period or geographic region indicated in the standard and related to the question. This level of understanding is demonstrated through a clear, focused explanation and thoughtful analysis. • Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses all aspects of the question. • Uses evidence from the stimulus (or stimuli) to support all facets of the response. • May contain minor content errors that do not reflect a misunderstanding of primary social studies concepts. 	4	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims directly related to the question. • Introduces the topic or claim with accuracy and clarity and groups related information together. • Develops the topic or claim with facts, definitions, concrete details, quotations, or other information and examples. • Provides a concluding statement or section related to the information or explanation presented. • Links ideas across categories of information. • Consistently utilizes appropriate social studies language and vocabulary correctly to inform or explain the topic. • Produces information appropriate for the task, purpose, and audience. • Demonstrates an overall command of the conventions of standard English grammar, usage, and mechanics, although minor errors may occur, these errors do not detract from overall comprehensibility.
6	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the knowledge and skills related to the 	3	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims generally related to the question.

	<p>historical period or geographic region indicated in the standard and related to the question. This level of understanding is demonstrated through an adequate explanation and analysis.</p> <ul style="list-style-type: none"> • Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses many aspects of the question. • Uses evidence from the stimulus (or stimuli) to support some facets of the response. • May include content errors that indicate a minor misunderstanding of primary social studies concepts 		<ul style="list-style-type: none"> • Introduces the topic or claim with adequate clarity and generally groups related information together. • Develops the topic or claim with some facts, definitions, details, quotations, or other information and examples. • Provides a concluding statement or section that is somewhat related to the information or explanation presented. • Identifies some links between ideas across categories of information. • Frequently uses appropriate social studies language and vocabulary to inform or explain the topic. • Produces information generally appropriate for the task, purpose, and audience. • Demonstrates a general command of the conventions of standard English grammar, usage, and mechanics; minor errors detract little from overall comprehensibility.
<p style="text-align: center;">4</p>	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a partial understanding of the knowledge and skills related to the historical period or geographic region indicated in the standard and related to the question. The explanation lacks depth and detail, and the analysis lacks focus and clarity. • Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses few aspects of the question. 	<p style="text-align: center;">2</p>	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims partially related to the question. • Introduces the topic or claim, but with limited clarity and generally does not group related information together. • Develops the topic or claim with some inadequate support of facts, definitions, details, quotations, or other information and examples. • Provides a concluding statement or section with little relation to the information or explanation presented.

	<ul style="list-style-type: none"> • Uses little evidence from the stimulus (or stimuli) to support the response. • May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies language and vocabulary. 		<ul style="list-style-type: none"> • Produces some information inappropriate for the task, purpose, or audience. • Describes some links between ideas across categories of information. • Occasionally uses appropriate social studies language and vocabulary to inform or explain the topic.
<p style="text-align: center;">2</p>	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a limited understanding of some of the knowledge and skills related to the historical period or geographic region indicated in the standard and related to the question. • Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • May address some of the elements of the question, but conclusions are inadequate or inaccurate. • May contain many content errors, flaws in reasoning, or misuse social studies language and vocabulary. 	<p style="text-align: center;">1</p>	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims unrelated to the question. • Fails to introduce the topic or claim with clarity and does not group related information. • Develops the topic or claim with little or no support of facts, definitions, details, quotations, or other information and examples. • Fails to provide a concluding statement or section that relates to the information or explanation presented. • Misuses social studies language and vocabulary. • Produces information inappropriate for the task, purpose, or audience. • Demonstrates little to no command of the conventions of standard English grammar, usage, and mechanics, and these errors detract from comprehensibility.