

Social Studies Common Rubric

Trait	4 – Exceeds Standard	3.5	3 – Meets Standard	2.5	2 – Approaching Standard	1.5	1 – Attempting Standard
Trait 1: Claim and Counterclaim	An argument is introduced that states and answers, in detail, the inquiry/focus question. Uses alternate perspective or opposing claim to strengthen claim or thesis, by supporting it with specific evidence.		An argument (claim or thesis) is introduced that states and answers the inquiry/focus question. An alternate perspective or opposing claim is clearly presented and discussed.		An argument (claim or thesis) is introduced that states the inquiry/focus question. Acknowledges and discusses counter/opposing evidence or an alternate or opposing claim.		Argument is not clearly presented. Specifies contrary evidence or opposing claim.
Trait 2: Sourcing	Accurately identifies all primary or secondary sources. Sources are accurately credited using parenthetical citations (Author (gg) Document #, year).		Accurately identifies all primary or secondary sources. Sources are accurately credited using parenthetical citations (Author (gg) Document #, year).		Accurately identifies most sources as primary or secondary. Most sources are accurately credited using parenthetical citations (Author (gg) Document #, year).		Accurately identifies some sources as primary or secondary. Some sources are accurately credited using parenthetical citations (Author (gg) Document #, year).
Trait 3: Evidence	Evidence (specific information (gg) quotations) is introduced (with sentence starter) and accurately and consistently explained to support a claim or thesis.		Evidence (specific information (gg) quotations) is introduced (with sentence starter) and accurately explained to support a claim.		Evidence (specific information (gg) quotations) is included to support a claim but is not explained.		Evidence is primarily opinions and facts that are inaccurate or not relevant to the argument or concept.
Trait 4: Historical Information and Concepts	Accurate and relevant historical information and concepts is used to elaborate and strengthen.		Accurate and relevant historical information and/or concepts are included and demonstrate an understanding of the		Historical information or concepts are included but illustrate limited understanding of the		Demonstrates significant confusion about historical information or concepts.

Social Studies Essay Rubric High School

Theo Eggen, Gordon Stobart



Social Studies Essay Rubric High School:

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

Social Studies for Secondary Schools Alan J. Singer, 2024-05-23 Now in its fifth edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers it offers systematic support and open honest advice for new teachers Based in practice and experience lesson ideas and materials in the book and online are designed to help new teachers address Common Core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms Chapters include highlighted Learning Activities Teaching Activities and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies and conclude with recommendations for further reading Features of the fifth edition include Activities called Think it over Add your voice to the discussion Try it yourself and It s your classroom at the end of each chapter New topics such as the 1619 Project controversy Stop WOKE campaigns academic freedom and legal restraints on 7 12 teachers New content on teaching literacy including writing reading media computer and oral literacies Approaches to teaching advanced placement international baccalaureate and dual enrollment classes Multi disciplinary and project based teaching that combines history and social studies with the social sciences and other academic disciplines Links to the NCSS 3 C framework Information on becoming a professional leader through involvement in organizations like the NCSS and teacher unions Designed for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice This text is supported by online materials including discussion questions lesson ideas and links to lesson materials and activity sheets You can find the resources here <https://alansinger.net/social-studies-for-secondary-schools/>

Reading and Writing Strategies for the Secondary Social Studies Classroom in a PLC at Work® Daniel M Argentar, Katherine A. N. Gillies, Maureen M. Rubenstein, Brian R. Wise, 2020-10-16 Prepare middle school and high school students to read write and think like social studies experts and

historians Part of the Every Teacher Is a Literacy Teacher series this resource details how grades 6 12 teachers can work together to support literacy development and social studies learning Explore how to develop collaborative teams differentiate instruction design meaningful common assessments and more Use this resource to address large literacy gaps that require the support of all content area teachers Recognize the need for and benefits of literacy development in social studies classrooms Learn why collaboration among different content area teams in a professional learning community PLC can enhance reading and writing instructional strategies Foster student engagement by utilizing adaptable strategies for developing prereading during reading and postreading skills in social studies Apply strategies for writing development in social studies Obtain tools and techniques for designing meaningful assessments that align with social studies standards and literacy goals of secondary education Contents Preface Introduction Every Teacher Is a Literacy Teacher Chapter 1

Collaboration Learning and Results Chapter 2 Foundational Literacy Triage Chapter 3 Prereading Chapter 4 During Reading Chapter 5 Postreading Chapter 6 Writing Chapter 7 Assessment Epilogue Appendix Reproducibles **Social Studies and Diversity Education** Elizabeth E. Heilman,Ramona Fruja,Matthew Missias,2010-01-21 This one of a kind resource features ideas from over one hundred of our nation s most thoughtful teacher educators reflecting on their best practices and offering specific strategies through which future teachers learn to teach *Scoring Rubrics in the Classroom* Judith Arter,Jay McTighe,2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

1920's Db Social Studies School Service,2001 **English Teacher's Guide to Performance Tasks and Rubrics**

Amy Benjamin,2013-11-20 This book provides step by step procedures student hand outs and samples of student work

Deliberate and Courageous Principal Rhonda J. Roos,2021-10-15 Fully step into your power as a school principal By delving deep into five essential leadership actions and five essential leadership skills you will learn how to grow in your role and accomplish incredible outcomes for your students and staff Author Rhonda J Roos provides clear direction for establishing a vision reframing conflict leaning into the positive and much more Study the five essential actions and five

essential skills all leaders must adopt to develop successful high achieving schools Discover how to create a collective vision and learn next steps to move progress forward Observe strategies to maintain a positive outlook as you hone your leadership skills Review the most effective ways to manage time organize meetings and address other common concerns shared by principals at every level Receive reflection questions next steps and reproducible templates to deepen understanding of effective leadership Contents Introduction Part 1 Essential Leadership Actions Chapter 1 Establish a Vision Focused on Learning Chapter 2 Clarify the Essential Work Chapter 3 Create Teams to Move the Work Forward Chapter 4 Take Action Instead of Being Busy Chapter 5 Lead Effective Meetings Part 2 Essential Leadership Skills Chapter 6 Build Relationships Chapter 7 Reframe Conflict Chapter 8 Hold People Accountable Chapter 9 Lean Into the Positive Chapter 10 Turn Inward Closing References and Resources Index *Resources in Education* ,2001-10 **Leadership in America's Best Urban Schools** Joseph F. Johnson, Jr.,Cynthia L. Uline,Lynne G. Perez,2017-02-03 Leadership in America s Best Urban Schools describes and demystifies the qualities that successful leaders rely on to make a difference at all levels of urban school leadership Grounded in research this volume reveals the multiple challenges that real urban elementary middle and high schools face as well as the catalysts for improvement This insightful resource explores the critical leadership characteristics found in high performing urban schools and gives leaders the tools to move their schools to higher levels of achievement for all students but especially for those who are low income English language learners and from various racial and ethnic backgrounds In shining a light on the essential qualities for exceptional leadership at all levels of urban schools this book is a valuable guide for all educators and administrators to nurture influence support and sustain excellence and equity at their schools **NAGC Pre-K-Grade 12 Gifted Education Programming Standards** Susan, K. Johnsen,Debbie Dailey,Alicia Cotabish,2022-01-31 The Pre K Grade 12 Gifted Education Programming Standards should be part of every school district s repertoire of standards to ensure that the learning needs of advanced students are being met The new edition of this popular book helps schools understand the updates to the standards which have a renewed emphasis on equity and inclusion The six standards focus on student outcomes in learning and development assessment curriculum planning and instruction learning environments programming and professional learning updated from professional development used in the 2010 version This book details these standards and provides suggestions for implementing each one It also includes sample assessments of student products and performances which will assist schools in developing program and service evaluation benchmarks This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students It is a service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice **Raising Reading Achievement in Middle and High Schools** Elaine K. McEwan,2006-09-26 This second edition enhances the five big ideas for raising reading achievement with seven cognitive

strategies and more than twenty teaching for learning tips for daily instruction *Hearing on Education at a Crossroads*
United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Oversight and
Investigations,1997 **Taking the Lead on Adolescent Literacy** Judith Irvin,2010-02-26 Directly linked with overall
student achievement graduation rates and success in higher education literacy is essential for reaching academic goals in a
school or county Adolescent literacy has become the focus of many school improvement efforts to meet the needs of
secondary and high school students Without the requisite expertise in literacy administrators and other school leaders
charged with literacy improvement initiatives need a systemic and sustained approach for improving student literacy and
learning Taking the Lead on Adolescent Literacy presents a concrete user friendly and practical guide to developing
implementing and monitoring a schoolwide or county wide literacy action plan Readers will find rubrics tools and processes
developed and field tested by the authors over more than 10 years of close work with schools across the country *Learning*
to Teach Richard Arends,2008-10-31 This best selling text provides comprehensive coverage of general teaching methods
and models The most balanced text in its field Learning to Teach strikes a harmony by integrating researched based
foundations with practical consideration and opportunity for real world application The text provides strong coverage of both
teacher centered and student centered models By covering all major teaching models plus the leadership skills of teaching
including planning classroom management assessment motivation and management of time and space Learning to Teach
helps future teachers master both the theory and application of successful teaching **High-Stakes Testing in Education**
Theo Eggen,Gordon Stobart,2015-10-14 High stakes educational testing is a global phenomenon which is increasing in both
scale and importance Assessments are high stakes when there are serious consequences for one or more stakeholders
Historically tests have largely been used for selection or for providing a licence to practise making them high stakes for the
test takers Testing is now also used for the purposes of improving standards of teaching and learning and of holding schools
accountable for their students results These tests then become high stakes for teachers and schools especially when they
have to meet externally imposed targets More recent has been the emergence of international comparative testing which has
become high stakes for governments and policy makers as their education systems are judged in relation to the performances
of other countries In this book we draw on research which examines each of these uses of high stakes testing The articles
evaluate the impact of such assessments and explore the issues of value and fairness which they raise To underline the
international appeal of high stakes testing the studies are drawn from Australia Africa the Caribbean Europe former Soviet
republics and North America Collectively they illustrate the power of high stakes assessment in shaping for better or for
worse policy making and schooling This book was originally published as a special issue of Assessment in Education
Principles Policy Practice **The Routledge International Handbook of Automated Essay Evaluation** Mark D.
Shermis,Joshua Wilson,2024-06-27 The Routledge International Handbook of Automated Essay Evaluation AEE is a definitive

guide at the intersection of automation artificial intelligence and education This volume encapsulates the ongoing advancement of AEE reflecting its application in both large scale and classroom based assessments to support teaching and learning endeavors It presents a comprehensive overview of AEE s current applications including its extension into reading speech mathematics and writing research modern automated feedback systems critical issues in automated evaluation such as psychometrics fairness bias transparency and validity and the technological innovations that fuel current and future developments in this field As AEE approaches a tipping point of global implementation this Handbook stands as an essential resource advocating for the conscientious adoption of AEE tools to enhance educational practices ethically The Handbook will benefit readers by equipping them with the knowledge to thoughtfully integrate AEE thereby enriching educational assessment teaching and learning worldwide Aimed at researchers educators AEE developers and policymakers the Handbook is poised not only to chart the current landscape but also to stimulate scholarly discourse define and inform best practices and propel and guide future innovations

Beyond the Bubble Test Linda Darling-Hammond, Frank Adamson, 2014-06-16 Performance assessment is a hot topic in school systems and educators continue to analyze its costs benefits and feasibility as a replacement for high stakes testing Until now researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment Beyond the Bubble Test How Performance Assessments Support 21st Century Learning synthesizes the latest findings in the field and not a moment too soon Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy Instead teachers need to engage students in deeper learning assessing their ability to use higher order skills Skills like synthesizing information understanding evidence and critical problem solving are not achieved when we teach to multiple choice exams Examples in Beyond the Bubble Test paint a useful picture of how schools can begin to supplement traditional tests with something that works better This book provides new perspectives on current performance assessment research plus an incisive look at what s possible at the local and state levels Linda Darling Hammond with a team of leading scholars bring together lessons learned new directions and solid recommendations into a single readily accessible compendium Beyond the Bubble Test situates the current debate on performance assessment within the context of testing in the United States This comprehensive resource also looks beyond our U S borders to Singapore Hong Kong and other places whose reform mindedness can serve as an example to us

How to Get the Teaching Job You Want Robert Feirsen, Seth Weitzman, 2023-07-03 Competition for the best teaching jobs is becoming more intense Since publication of the first edition when it was mainly the most desirable schools that were deluged by applications the economic climate has made the teacher market more competitive across the board and is changing hiring practices Now extensively revised this book maintains its place as the most up to date book available on job hunting for teachers The authors cover changes in the educational

marketplace the new mandates about standardized testing and public reporting of student achievement and what they mean for applicants how new certification standards and schools requirements affect career changers the growing acceptance of on line applications and electronic portfolios and provide additional advice for teachers applying to change schools or districts This is also the only guide written by school administrators Offering the insights and experience of two authors who do the hiring it details a step by step program for taking charge of your teaching career How to Get the Teaching Job You Want enables you to Match your unique talents to the needs of a particular school Craft effective cover letters and resumes using models that address the specific needs of college graduates teachers changing schools returning teachers and career changers Make effective on line applications Leverage your achievements as an experienced teacher or for graduates or career changers student teaching substitute teaching volunteer work or content knowledge into a job offer Locate jobs on line and discover valuable information about schools including test results educational philosophy and names of key administrators Design a portfolio in book or electronic format to showcase your abilities Practice interview skills using 100 questions taken from real job interviews Apply proven strategies for a variety of interview formats including high stress interviews and performance interviews Address controversial questions during interviews This book covers procedures for applying to elementary middle and high schools public independent and parochial schools as well as international and boarding schools Anecdotes recounting the experiences of real candidates looking for jobs illustrate key points Access to the authors web site ensures that you will stay current in a changing job market This is a vital book for teachers and aspiring teachers who want to achieve their career goals It will also be invaluable for guidance counselors psychologists librarians and other school professionals *Writing Instruction That Works* Arthur N. Applebee, Judith A. Langer, 2013-06-30

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