

## NTN Knowledge and Thinking Rubric for History/Social Science Research or Inquiry, 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.



NewTech Network

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT High School Ready	P/A	ADVANCED High School Level
<b>INQUIRY<sup>1</sup></b> <i>What is the evidence that the student can ask a historical/social science question?</i>	<ul style="list-style-type: none"> <li>Question's relevance or importance is unclear</li> <li>Question is too broad or narrow in scope to allow for adequate investigation</li> </ul>		<ul style="list-style-type: none"> <li>Question is mostly relevant to the chosen topic</li> <li>Question is specific but has an obvious or predetermined answer</li> </ul>		<ul style="list-style-type: none"> <li>Question is relevant to the chosen topic</li> <li>Question is specific and targeted enough to guide initial investigation</li> </ul>		<ul style="list-style-type: none"> <li>Question is relevant and important in relation to the chosen topic</li> <li>Question can be investigated given available resources</li> </ul>
<b>ARGUMENT</b> <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> <li>Argument is unclear or underdeveloped</li> <li>Makes unclear or irrelevant claims</li> <li>One claim dominates the argument with no recognition of alternative or counterclaims</li> </ul>		<ul style="list-style-type: none"> <li>Argument is relevant to the prompt or research question</li> <li>Makes general claims</li> <li>Notes that there are questions or counterclaims without specifying them</li> </ul>		<ul style="list-style-type: none"> <li>Argument answers the prompt or research question</li> <li>Makes specific claims relevant to the argument</li> <li>Briefly alludes to questions or counterclaims</li> </ul>		<ul style="list-style-type: none"> <li>Argument answers the prompt or research question</li> <li>Makes relevant, specific claims that support the argument</li> <li>Acknowledges questions or counterclaims</li> </ul>
<b>EVIDENCE</b> <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> <li>Evidence is over-reliant on one source</li> <li>Evidence is irrelevant OR absent</li> <li>Quality/credibility of sources is questionable (e.g., Internet sources with unknown origin, exclusive use of encyclopedia)</li> </ul>		<ul style="list-style-type: none"> <li>Refers to evidence from few sources</li> <li>Evidence selected from sources supports the argument weakly</li> <li>Relies mostly on one or two sources that share the same perspective</li> </ul>		<ul style="list-style-type: none"> <li>Evidence from relevant primary and secondary sources is included</li> <li>Evidence, including information and quotations, is included</li> <li>Sources consulted are similar in format (e.g., text, graphic, visual media, etc.) and perspective</li> </ul>		<ul style="list-style-type: none"> <li>Evidence from relevant primary and secondary sources is used in major parts of the argument</li> <li>Evidence, including information and quotations, supports the argument</li> <li>Sources consulted vary in perspective OR format (e.g., text, graphic, visual media, etc.)</li> </ul>

<sup>1</sup> This domain is to be scored only for tasks that require that students design their own projects.

<p><b>ANALYSIS</b>  <i>What is the evidence that the student can analyze evidence?</i></p>	<ul style="list-style-type: none"> <li>• One source (representing one point of view) dominates the argument</li> <li>• Information from sources is indiscriminately presented as fact</li> </ul>	<ul style="list-style-type: none"> <li>• Alludes to the possibility of alternative views</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Begins to question information presented as "fact" in a source</li> </ul>	<ul style="list-style-type: none"> <li>• Makes note of at least one alternative view</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Makes note of at least one discrepancy in information</li> </ul>	<ul style="list-style-type: none"> <li>• Compares the point of view of two or more sources</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Begins to compare information from different sources</li> </ul>
<p><b>CONTENT</b>  <i>What is the evidence that the student knows and can use accurate and relevant historical/social scientific content?</i></p>	<ul style="list-style-type: none"> <li>• Historical/social scientific content is absent or irrelevant</li> <li>• Connections to particular historical/social science topics are absent</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/social scientific content is limited and/or contains minor inaccuracies</li> <li>• Alludes to one relevant historical/social science context</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/social scientific content is relevant and accurate</li> <li>• Discusses at least one relevant context (e.g. historical, political, social, cultural) in relation to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/social scientific content is relevant, detailed, and accurate</li> <li>• Discusses a significant context (e.g. historical, political, social, cultural) in relation to topic</li> </ul>