

**HISTORY-SOCIAL SCIENCE SCORING RUBRICS AND SCORING SUMMARY FORM**

Circle the score given for each rubric.

**PLANNING***Review these Task 1 & 2 sources for evidence to support score:**Task 1 Context Form**Context Commentary**Task 2 Lesson Plans**Instructional Materials**Planning Commentary*

H1 Establishing a balanced instructional focus	1	2	3	4
H2 Making content accessible	1	2	3	4
H3 Designing assessments	1	2	3	4

**ASSESSMENT***Review these Task 4 sources for evidence to support score:**Evaluative Criteria or Rubric**Student Work Samples**Assessment Commentary**(and consider previously reviewed Task 1, 2, & 3 sources)*

H6 Analyzing student work from an assessment	1	2	3	4
H7 Using assessment to inform teaching	1	2	3	4
H8 Using feedback to promote student learning	1	2	3	4

**INSTRUCTION***Review these Task 3 sources for evidence to support score:**Video Clip(s)**Lesson Plan**Instruction Commentary**(and consider previously reviewed Task 1 & 2 sources)*

H4 Engaging students in learning	1	2	3	4
H5 Monitoring student learning during instruction	1	2	3	4

**REFLECTION***Review these Task 5 sources for evidence to support score:**Daily Reflections**Reflective Commentary**(and consider previously reviewed Task 1, 2, 3, & 4 sources)*

H9 Monitoring student progress	1	2	3	4
H10 Reflecting on learning	1	2	3	4

**ACADEMIC LANGUAGE***Consider evidence from all Teaching Event tasks to support score.*

H11 Understanding language demands	1	2	3	4
H12 Supporting academic language development	1	2	3	4

Candidate ID: \_\_\_\_\_

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Scorer ID: \_\_\_\_\_

February 1, 2009

PLANNING		ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS	
H1: How do the plans support student learning of how to use facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"><li>• The standards, learning objectives, learning tasks, and assessments either have <b>no central focus or a one-dimensional focus</b> (e.g., solely on facts or a singular interpretation of an historical event or social science phenomenon).</li></ul>	<ul style="list-style-type: none"><li>• The standards, learning objectives, learning tasks, and assessments have an overall focus that is <b>primarily one-dimensional</b> (e.g., learning facts or a singular interpretation of an historical event or social science phenomenon).</li><li>• The focus includes <b>vague connections</b> among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon.</li></ul>	<ul style="list-style-type: none"><li>• Learning tasks <b>or the set of assessment tasks</b> focus on multiple dimensions of history-social science learning through <b>clear connections</b> among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon.</li><li>• A <b>progression</b> of learning tasks and assessments is planned to build understanding of the central focus of the learning segment.</li></ul>	<ul style="list-style-type: none"><li>• Both learning tasks <b>and the set of assessment tasks</b> focus on multiple dimensions of history-social science learning through clear connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon.</li><li>• A progression of learning tasks and assessments guides students to build <b>deep understandings</b> of the central focus of the learning segment.</li></ul>

Key evidence that supports the assigned score:

Score: \_\_\_\_

Candidate ID: \_\_\_\_\_

Scorer ID: \_\_\_\_\_

PLANNING		MAKING CONTENT ACCESSIBLE	
H2: How do the plans make the curriculum accessible to the students in the class?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"><li>Plans <b>refer</b> to students’ experiential backgrounds<sup>1</sup>, interests, or prior learning<sup>2</sup> that have <b>little or no relationship</b> to the learning segment’s standards/objectives.</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>There are <b>significant content inaccuracies</b> in plans that will lead to student misunderstandings.</li></ul>	<ul style="list-style-type: none"><li>Plans <b>draw on</b> students’ experiential backgrounds, interests, or prior learning to <b>help students reach</b> the learning segment’s standards/objectives.</li><li>Plans for implementation of learning tasks include <b>support<sup>3</sup> to help students</b> who often struggle with the content.</li></ul>	<ul style="list-style-type: none"><li>Plans draw on students’ prior learning <b>as well as</b> experiential backgrounds or interests to help students reach the learning segment’s standards/objectives.</li><li>Plans for learning tasks include <b>scaffolding or other forms of structured support<sup>4</sup></b> to provide <b>access to grade-level standards/objectives</b>.</li></ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"><li>Plans include <b>well-integrated</b> instructional strategies that are <b>tailored</b> to address <b>a variety of specific student learning needs</b>.</li></ul>

Key evidence that supports the assigned score:

Score: \_\_\_\_\_

<sup>1</sup> Cultural, linguistic, social, economic

<sup>2</sup> In or out of school

<sup>3</sup> Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

<sup>4</sup> Such as multiple ways of representing content; modeling strategies for interpreting primary sources or history-social science data; providing graphic organizers, rubrics, or sample work.

PLANNING		DESIGNING ASSESSMENTS	
H3: What opportunities do students have to demonstrate their understanding of the standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"><li>• There are <b>limited</b> opportunities provided for students to learn what is measured by assessments.</li></ul> OR <ul style="list-style-type: none"><li>• There is a <b>significant mismatch</b> between one or more assessment instruments or methods and the standards/objectives being assessed.</li></ul>	<ul style="list-style-type: none"><li>• Opportunities are provided for students to <b>learn what is assessed</b>.</li><li>• It is not clear that the assessment of one or more standards/objectives go beyond <b>surface-level</b> understandings.</li></ul>	<ul style="list-style-type: none"><li>• Opportunities are provided for students to learn what is assessed.</li><li>• The assessments allow students to show <b>some depth of understanding or skill</b> with respect to the standards/objectives.</li><li>• The assessments <b>access both productive (speaking/writing) and receptive (listening/reading) modalities</b> to monitor student understanding.</li></ul>	All components of Level 3 plus: <ul style="list-style-type: none"><li>• Assessments are <b>modified, adapted, and/or designed</b> to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.</li></ul>

Key evidence that supports the assigned score:

Score: \_\_\_\_\_

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Scorer ID: \_\_\_\_\_