**Social Studies Student Work Review Protocol**

This protocol is intended to support teachers when answering the question, “Is this student demonstrating the expectations of the disciplinary strand standards and inquiry practices of the *Kentucky Academic Standards (KAS) for Social Studies*?”

Each section of the protocol features a different component required for overall mastery of the *KAS for Social Studies.* Teachers will use this rubric in a variety of ways to evaluate student work. Since assignments aligned to the *KAS for Social Studies* may not contain all of the parts below, teachers may skip a section when appropriate. As an example, a student may not be able to make connections to their lives or complete a take action project when completing a Task Aligned to the Supporting Question; therefore, an educator may skip the sections below entitled “Relevance for Students” or “Democratic Procedures and Civic Life.” However, a student may demonstrate their understanding of these concepts when completing a Task Aligned to the Compelling Question. Since students must have the opportunity and access to demonstrate mastery on all of the standards found within the *KAS for Social Studies*, it is important that an educator evaluate student work on all of the topics below throughout the coherent period of learning.

To analyze how well a student work sample demonstrates mastery of the *KAS for Social Studies*, rate each relevant aspect according to the criteria for each level of demonstration of mastery: weak (1), partial (2) or (3). After completing the rubric, you will use an average score to determine overall demonstration of mastery. Below the rubric, a reflection is provided to determine how the student can better demonstrate the expectations of the standards if their work scores a weak (1) or partial (2) demonstration of mastery.

**Evaluation of Student Work**

**Questioning**

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| **Compelling and Supporting Questions***Students are required to ask, develop and generate compelling and supporting questions depending on their grade level.*  |

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| 3 - Substantial evidence of successfully engaging in asking, developing and/or generating compelling or supporting questions and answering these questions. | 2 - Moderate evidence of successfully engaging in asking, developing and/or generating compelling or supporting questions and answering these questions. | 1 - No evidence of engaging in asking, developing and/or generating compelling or supporting questions and answering these questions. |

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| Justification/Notes: |

**Investigating**

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| **Construction of Knowledge through the Disciplinary Concepts and Practices***Student performance demonstrates the content expectations outlined in the standards. Student performance demonstrates an understanding of ideas, concepts, theories, and principles from the social studies disciplines (civics, economics, geography, history) by using them to interpret and explain specific, concrete information or events.* |

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| 3- Substantial evidence of the content required in the standards is present. The student has used social studies concepts and practices to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information. The use of ideas or application of concepts illustrates exemplary understanding. | 2- Moderate evidence of the content required in the standards is present. The student has included social studies concepts and practices to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information. The use of the ideas is somewhat limited and/or shows some flaws in understanding. | 1- No evidence of the content required in the standards is present. The work includes virtually no social studies concepts and practices, or they are included but are used in inappropriate ways. |

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| Justification/Notes: |

**Using Evidence**

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| **Sources, Claims and Evidence***Students are required to analyze a variety of primary and secondary sources to investigate compelling and supporting questions and gather evidence to develop and support their claims.* |

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| 3 - Substantial evidence of a successful analysis and synthesis of a variety of primary and secondary sources is present. A strong, clear and convincing claim is presented and supported by evidence from multiple sources. | 2 - Moderate evidence of a successful analysis and synthesis of primary and secondary sources is present. A reasonable claim is presented and supported by evidence from multiple sources. | 1 - No evidence of an analysis of primary and secondary sources is present. No claim is presented and evidence from multiple sources was not included. |

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| Justification/Notes: |

**Communication Conclusions**

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| **Elaborated Expressive (Speaking, Writing and Visually Representing) Communication***Students demonstrate an understanding, explanation or argument through* *elaborated expressive communication.* |

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| 3 - Explanations or arguments are clear, convincing, and accurate, with no significant errors. Communication is exemplary. | 2- Explanations or arguments are present. They are reasonably clear and accurate. | 1- Explanations or arguments are not present or may be incomplete.  |

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| Justification/Notes: |

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| **Democratic Procedures and Civic Life***In order to support a student’s ability to engage in civic life, the Communicating Conclusions standards require that students engage in democratic procedures to identify problems.*   |

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| 3- Exemplary use of democratic skills and discourse is used to identify and take action on problems found in the community.  | 2- Democratic skills and discourse are used, but may be limited, when identifying problems in the community. Action is taken but may not align with the problem being solved.  | 1- Democratic skills and discourse are not used when identifying problems in the community. Taking action is not present. |

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| Justification/Notes: |

**Relevance for Students**

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| *Student performance demonstrates the ability to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in daily life outside of school.*  |

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| 3– The student work demonstrates multiple ways the content connects to the modern day and/or a student’s life. | 2- The student work demonstrates one way the content connects to the modern day and/or a student’s life.  | 1- The student work does not demonstrate any clear connections to the modern day and/or a student’s life. |

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| Justification/Notes: |

**Reflection:**

**Determine implications for practice.**

Review the scores above. Determine changes that need to be made to better address the expectations of the standards.

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|  | **What changes can be made to improve the student’s work?** |
| **Questioning: Compelling and Supporting Questions***Students are required to ask, develop and generate compelling and supporting questions depending on their grade level.*  |  |
| **Investigating: Construction of Knowledge through the Disciplinary Concepts and Practices***Student performance demonstrates the content expectations outlined in the standards. Student performance demonstrates an understanding of ideas, concepts, theories, and principles from the social studies disciplines (civics, economics, geography, history) by using them to interpret and explain specific, concrete information or events.* |  |
| **Using Evidence: Sources, Claims and Evidence***Students are required to analyze a variety of primary and secondary sources to investigate compelling and supporting questions and gather evidence to develop and support their claims.* |  |
| **Communicating Conclusions: Elaborated Expressive (Speaking, Writing and Visually Representing) Communication***Students demonstrate an understanding, explanation or argument through elaborate expressive communication.* |  |
| **Communicating Conclusions: Democratic Procedures and Civic Life***In order to support a student’s ability to engage in civic life, the Communicating Conclusions standards require that students engage in democratic procedures to identify problems.* |  |
| **Relevance for Students:** *Student performance demonstrates the ability to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in daily life outside of school.*  |  |