## Standards Based Assessment Rubric

Curricular Competency	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Sophisticated)
Use Social Studies inquiry processes	Student can <b>write</b> questions, gather	Student can use inquiry processes	Student can use inquiry processes	Student can use inquiry processes	Student can use inquiry processes
and skills to ask questions; gather,	information, and <b>share</b> what they	and skills to <b>choose</b> questions, gather	and skills to <b>create</b> questions, gather	and skills to <b>develop</b> questions,	and skills to <b>build persuasive</b>
interpret, and analyze ideas; and	have learned.	and <b>organize</b> ideas; and <b>recite</b>	and interpret ideas; and discuss	gather and <b>analyze</b> ideas; and	questions, gather and validate ideas;
communicate findings and decisions		findings and decisions	findings and decisions	communicate findings and decisions	and <b>debate</b> findings and decisions
		The same and a second	and an account		<b>3 3 3</b>
Assess the significance of people,	Recognize the significance of people,	<b>Identify</b> the significance of people,	Breakdown and analyze the	Elaborate further upon the	<b>Defend</b> an opinion regarding the
places, events, phenomena, ideas, or	events, phenomena, ideas, or	events, phenomena, ideas, or	significance of people, events,	significance of people, events,	significance of people, events,
developments (significance)	developments	developments	phenomena, ideas, or developments	phenomena, ideas, or developments	phenomena, ideas, or developments
Assess the credibility and justifiability	Student can <b>label</b> different points of	Student can <b>estimate</b> credibility and	Student can <b>prioritize</b> credibility and	Student can <b>discuss</b> credibility and	Student can <b>justify</b> credibility and
of evidence, data, and interpretations	view and interpretations from	outline justifiability from different	justifiability from different sources,	justifiability from different sources,	justifiability from different sources,
(evidence)	different sources and data	sources, evidence, data and	evidence, data and interpretations	evidence, data and interpretations	evidence, data and interpretations
		interpretations			
Compare and contrast continuities	Students can <b>select</b> continuities and	Students can <b>observe</b> where	Students can <b>rank</b> the continuities	Students can <b>determine a</b>	Students can <b>argue the importance</b>
and changes, trends and patterns, or	changes, trends and patterns, or	continuities and changes, trends and	and changes, trends and patterns, or	relationship between the	of the continuities and changes,
similarities and differences for	similarities and differences for	patterns, or similarities and	similarities and differences for	continuities and changes, trends and	trends and patterns, or similarities
different people, places, events,	different people, places, events,	differences occur for different	people, places, events, phenomena,	patterns, or similarities and	and differences for people, places,
phenomena, ideas, or developments	phenomena, ideas, or developments	people, places, events, phenomena,	ideas, or developments	differences for people, places,	events, phenomena, ideas, or
(continuity and change)		ideas, or developments		events, phenomena, ideas, or	developments
Assess the short- and long-term	Student can <b>match</b> what caused	Student can <b>rephrase</b> the short and	Student can <b>summarize</b> the short and	developments Student can <b>speculate</b> alternate short	Student can <b>support</b> their
causes and expected and unexpected	important decisions, actions,	long-term causes of important	long-term causes of important	and long-term causes of important	speculation of alternate short and
consequences of people's actions,	developments or events, to their	decisions, actions, developments or	decisions, actions, developments or	decisions, actions, developments or	long-term causes of important
events, phenomena, ideas, or	expected or unexpected	events, to their expected or	events, to their expected or	•	
developments (cause and	· '	•		events, to their expected or	decisions, actions, developments or
consequence)	consequences	unexpected consequences	unexpected consequences	unexpected consequences	events, and their expected or
					unexpected consequences
Infer and explain different	Student can <b>tell</b> that different people	Student can <b>indicate</b> more than one	Student can <b>describe</b> more than one	Student can <b>distinguish between</b>	Student can <b>give opinions</b> on more
perspectives on people, places,	have different attitudes and	perspective on past or present	perspective on past or present	more than one perspective on past or	than one perspective on past or
events, phenomena, ideas, or	perspectives, and that these can	people, places, issues or events	people, places, issues or events	present people, places, issues or	present people, places, issues or
developments (perspective)	change			events	events <b>measuring bias</b> in and among
					said events, issues or past and
					present peoples
					,
Make reasoned ethical judgments	Student can <b>share an opinion</b> about	Student can <b>express</b> their ethical	Student can <b>apply</b> their ethical	Student can <b>assess</b> their ethical	Student can <b>debate</b> their ethical
about people, places, events,	actions in the past	judgements about actions in the past	judgements about actions in the past	judgements about actions in the past	judgements about actions in the past
phenomena, ideas, or developments	·	or present about people, places,	or present about people, places,	or present about people, places,	or present about people, places,
and determine appropriate ways to		events, phenomena, ideas, or	events, phenomena, ideas, or	events, phenomena, ideas, or	events, phenomena, ideas, or
respond (ethical judgment)		developments and determine	developments and <b>formulate</b> an	developments and <b>model</b> an	developments and can <b>validate</b> an
		appropriate ways to respond	appropriate way to respond	appropriate way to respond	appropriate way to respond
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