

# Social Studies & Science Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Thinking Processes	4	3	2	1
Content Knowledge I	<ul style="list-style-type: none"> <li>•Uses schema to make connections</li> <li>•Asks questions</li> </ul>	<ul style="list-style-type: none"> <li>*Uses schema to make connections</li> </ul>	<ul style="list-style-type: none"> <li>•Makes connections but cannot explain</li> </ul>	<ul style="list-style-type: none"> <li>•No response or connection</li> </ul>
Content Knowledge II	<ul style="list-style-type: none"> <li>•Draws conclusions with explanation</li> <li>•Makes prediction with explanation</li> </ul>	<ul style="list-style-type: none"> <li>•Draws conclusions OR</li> <li>•Makes predictions</li> </ul>	<ul style="list-style-type: none"> <li>•Attempts a prediction or conclusion that is inaccurate or without text information</li> </ul>	<ul style="list-style-type: none"> <li>•No response or conclusion</li> </ul>
Reading and Communication I	<ul style="list-style-type: none"> <li>•Creates multi-sensory images</li> <li>•Describes ways in which images help to better understand the new info</li> <li>•May include emotional images that deepen the meaning</li> </ul>	<ul style="list-style-type: none"> <li>•Describes own mental images</li> <li>•Images are somewhat elaborated from the new info</li> </ul>	<ul style="list-style-type: none"> <li>•Describes images</li> <li>•Images come directly from the new info</li> </ul>	<ul style="list-style-type: none"> <li>•No response or unsure of what should be described</li> </ul>
Reading and Communication II	<ul style="list-style-type: none"> <li>•Identifies at least one key idea, as important to the overall understanding of the new info</li> <li>•Clearly explains the importance of the key idea</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies vocabulary and visuals as important to the overall understanding of the new info</li> <li>•Tries to explain importance</li> <li>•Uses text features to identify importance</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies some elements (mostly visuals) as more important to the new info</li> <li>•Uncertain explanation</li> </ul>	<ul style="list-style-type: none"> <li>•No response or inaccurate attempt to identify important elements</li> </ul>
Inquiry, Research, and Analysis	<ul style="list-style-type: none"> <li>•Asks "thick" questions to enhance the meaning of the big idea</li> <li>•May develop further questions that deepen understanding</li> <li>•Research driven by curiosity and persistence &amp; results in "thick" response</li> </ul>	<ul style="list-style-type: none"> <li>•Asks "thick" questions that reflect an understanding of the topic of study</li> <li>•Research leads to a satisfactory conclusion</li> </ul>	<ul style="list-style-type: none"> <li>•Poses literal "thin" questions or "thin" responses</li> </ul>	<ul style="list-style-type: none"> <li>•Unable to question or ask relevant questions</li> </ul>
Public Discourse and Decision Making	<ul style="list-style-type: none"> <li>•Can defend decision or personal position with convincing new knowledge and own existing schema</li> <li>•Uses resources to enhance decision</li> <li>•May describe how thinking changed</li> </ul>	<ul style="list-style-type: none"> <li>•Clearly makes a decision or states opinion</li> <li>•Provides persuasive support</li> </ul>	<ul style="list-style-type: none"> <li>•Makes a decision but is unable to support it</li> </ul>	<ul style="list-style-type: none"> <li>•Unable to make a logical decision</li> </ul>
Citizen Involvement	<ul style="list-style-type: none"> <li>•Acts on new learning by determining a way the learning must be shared with others &amp; better our world</li> <li>•Could follow through on plan</li> </ul>	<ul style="list-style-type: none"> <li>•Acts on new learning by determining a way the learning must be shared with others</li> </ul>	<ul style="list-style-type: none"> <li>•Can identify that new learning should be shared, but is unable to determine how or who to share that learning</li> </ul>	<ul style="list-style-type: none"> <li>•Little or no ability to determine how learning could impact a community</li> </ul>