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| **SCORE** | **Social Studies CONTENT** | **SCORE** | **LITERACY in Social Studies** |
| **8** | **The student response:**  • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis.  • Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.  • Addresses all aspects of the question.  • Uses evidence from the stimulus (or stimuli) to support all facets of the response.  • Consistently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.  • May include minor content errors that do not reflect a misunderstanding of primary social studies concepts. | **4** | **The student response:**  • Focuses on topics or makes claims directly related to the question.  • Introduces the topic or claim with accuracy and clarity.  • Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  • Creates cohesion and clarity of relationships among ideas and concepts.  • Utilizes appropriate social studies terminology to inform about or explain the topic.  • Establishes and maintains an objective tone.  • Provides a conclusion that follows from and is supported by the information or explanation presented.  • May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility. |
| **6** | **The student response:**  • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through adequate explanation and analysis.  Demonstrates a general understanding of the content strand(s) – geography, culture, economics, politics, history, and Tennessee connection – referenced in the question.  Addresses many aspects of the question.  Uses evidence from the stimulus (or stimuli) to support some facets of the response.  Frequently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or predictions.  May include content errors that indicate a minor misunderstanding of primary social studies concepts. | **3** | **The student response:**  • Focuses on topics or makes claims generally related to the question.  • Introduces the topic or claim with adequate clarity.  • Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples.  • Describes relationships among ideas and concepts.  • Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic.  • Establishes and maintains an objective tone.  • Provides a conclusion that offers some support for the information or explanation presented.  • Produces information generally appropriate for the task, purpose, and audience.  • May contain a few errors in grammar and mechanics that detract little from overall comprehensibility. |
| **4** | **The student response:**  • Demonstrates some historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, but explanations often lack depth and detail, and analysis lacks focus and clarity.  • Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.  • Addresses few aspects of the question.  • Uses little evidence from the stimulus (or stimuli) to support the response.  • Occasionally exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.  • May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology. | **2** | **The student response:**  • Focuses on topics or makes claims partially related to the question.  • Introduces the topic or claim, but with limited clarity.  • Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples.  • Identifies some of the relationships among ideas and concepts.  • Misuses social studies terminology.  • Establishes an objective tone, but introduces some unsupported conjectures.  • Provides a conclusion with little support for the information or explanation presented.  • Produces some information inappropriate to the task, purpose, or audience.  • May contain errors in grammar and mechanics that partially detract from overall comprehensibility. |
| **2** | **The student response:**  • Demonstrates little to no historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, with explanations that contain little depth and detail, and analysis that has little focus or clarity.  • Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.  • May address some of the elements of the question, but the conclusions are inadequate or inaccurate.  • Rarely exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.  • May contain many content errors, flaws in reasoning, or misuse of social studies terminology. | **1** | **The student response:**  • Focuses on topics or makes claims unrelated to the question.  • Fails to introduce the topic or claim or introduction lacks clarity.  • Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations, or other information and examples.  • Fails to identify relationships among ideas and concepts.  • Misuses social studies terminology.  • Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures.  • Fails to provide a conclusion that contains support for the information or explanation presented.  • Produces information inappropriate to the task, purpose, or audience.  • Contains errors in grammar and mechanics that detract from overall comprehensibility. |