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Content and Claims: Using the Social Studies
Rubric to Set High Expectations for Students
Supervisor/Principal Collaboration
November 2017

Today's Goals

1. How can supervisors and principals support teachers use the content and claims **rubrics** to establish expectations for student writing in social studies?
1. How can supervisors and principals support teachers use the **process** of scoring student work to improve students' reading and writing in social studies?
1. What structures are currently in place in your teachers' classroom to support improvement of reading and writing in the social studies classroom?

Agenda

- Social Studies Vision
- Social Studies Content and Claims Rubric
- Parts of a Strong Response
- Process to creating a scoring set
- PLC connection
- Reflections

Louisiana's Approach

Louisiana believes access to the highest quality education allows all students, no matter their zip code, the opportunity for success.



Implementing a high-quality curriculum based on rigorous standards is one of the fastest ways to give this access to all students.

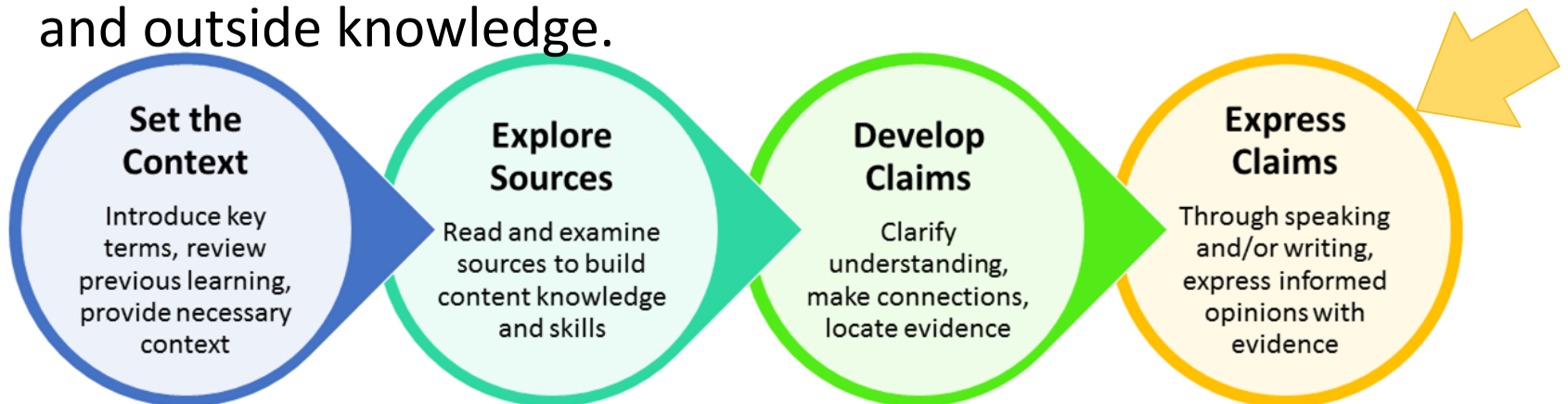
The curriculum must also be connected to standards-aligned assessments and professional development.

In this session, we will focus on how administrators can use the content and claims rubric to set high expectations for writing in social studies.

Social Studies Vision

To be productive members of society, students must be critical consumers of information. They:

- Use **sources** regularly to learn content.
- Make **connections** among people, events, and ideas across time and place.
- Express **informed opinions** supported by evidence from sources and outside knowledge.



The Scoring Process

- **Why engage in a scoring process with colleagues?**
 - Learn how to use the content and claims rubrics
 - Identify qualities of writing that meet specific score points
 - Reveal grade-specific expectations
 - Identify patterns in student writing at the classroom/school level to inform instruction
 - Learn how to replicate the process with students



As a school leader, how can I support my social studies classroom teachers when they collaborate?

Content and claims rubric

Review the rubric:

- How is the rubric divided?
- What is the range of points a student can earn?
- Note the differences between each score.
- What surprises you the most about the rubric?

What is the purpose of the social studies content and claims rubric?



As a school leader, how can I support my social studies classroom teachers to understand the content and claims rubric?

Rubric Overview

Dimension: Content		Dimension: Claim	
Score	Description	Score	Description
4	Thorough knowledge	4	Valid claim
3	General knowledge	3	Relevant claim
2	Limited knowledge	2	Inadequate claim
1	Minimal knowledge	1	Does not develop a claim or substantially flawed claim
0	Blank, incorrect, does not address prompt	0	Blank, incorrect, too brief to evaluate

What are the characteristics of a strong response?



A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources.



A strong response also includes important information beyond what is presented in the sources.



A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

Grade 6 Strong Response - Sources and Evidence

A **strong response** shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- The Silk Road covered an extremely large geographic area (Source 1).
- The Silk Road included a wide variety of regions, societies, and cities (Source 1).
- Participants in Silk Road trade gained exposure to and knowledge of foreign currencies (Source 2) and the rules and regulations of foreign governments (Source 3).
- Trading along the Silk Road had a far-reaching impact on the spread of ideas, inventions, devices, and techniques (Source 4).
- Participants in Silk Road trade increased their wealth and thus their ability to purchase and enjoy luxury goods created in other societies (Sources 2 and Source 4).

Grade 6 Strong Response - Knowledge Beyond Sources

A **strong response** also includes important information beyond what is presented in the sources, such as:

- Religious ideas spread to new societies as people from European, African, and Asian cultures traveled to areas connected by the Silk Road.
- Slavery was supported as a result of the trading of enslaved people by Silk Road merchants.

Grade 6 Strong Response - Logically Organized

A **strong response** is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented, such as:

The Silk Road affected the economic and social development of Europe and Asia by encouraging the growth of cities. Cities along the Silk Road grew because they served as centers of trade. As people traded in cities, people from different places and cultures were introduced to new goods and ways of doing things. Foods, luxury items, medicines, construction techniques, and methods for producing and handling money are examples of things that were shared between people who met in cities along the Silk Road.

Identify a Claim and Evidence

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Grade 6 Social Studies Practice Test
Answer Key

LEAP 2025

Scoring

The response should be scored holistically on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that best describes the response.

Score	Description
4	The student's response: • Reflects thorough knowledge of how the economic and social development of Europe and Asia. • Contains accurate understandings with detail from the overall content of the response. • Fully addresses all parts of the prompt.
3	The student's response: • Reflects general knowledge of how the economic and social development of Europe and Asia. • Contains mostly accurate understandings with some detail from the overall content. • Addresses all parts of the prompt.
2	The student's response: • Reflects limited knowledge of how the economic and social development of Europe and Asia. • Contains some accurate understandings with little detail from the overall content.

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Grade 6 Social Studies Practice Test
Answer Key

LEAP 2025

Dimension: Claims


Score	Description
4	The student's response: • Develops a valid claim that effectively expresses a solid understanding of the topic. • Thoroughly supports the claim with well-chosen evidence from the sources. • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	The student's response: • Develops a relevant claim that expresses a general understanding of the topic. • Supports the claim with sufficient evidence from the sources. • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	The student's response: • Develops a claim that expresses a limited understanding of the topic. • Supports the claim with some evidence from the sources. • Provides an explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place that is too brief to evaluate, or lacks a clear connection to the claim.

Social Studies

Read and study the sources about the Silk Road. As you read the four sources, think about how the Silk Road affected the economic and social development of Europe and Asia. After you read the sources, answer the questions.

Source 1

Major Routes of the Silk Road (c. 200 B.C.–A.D. 1450)



The map shows the Silk Road routes connecting Europe, Asia, and Africa. Major land routes are shown in orange, and major sea routes are shown in blue. Key locations include Venice, Rome, Constantinople, Samarkand, Dunhuang, Beijing, Antioch, Palmyra, Tyre, Baghdad, Persia, India, China, Alexandria, Arabia, and Java. The Indian Ocean is labeled.

Key

- major land routes
- major sea routes

- Read the sources.
- Read the prompt.
- Read the sample response.
- Identify the claim.
- Identify the evidence.
- Identify outside content knowledge.

Grade 6 Extended-response

Prompt:

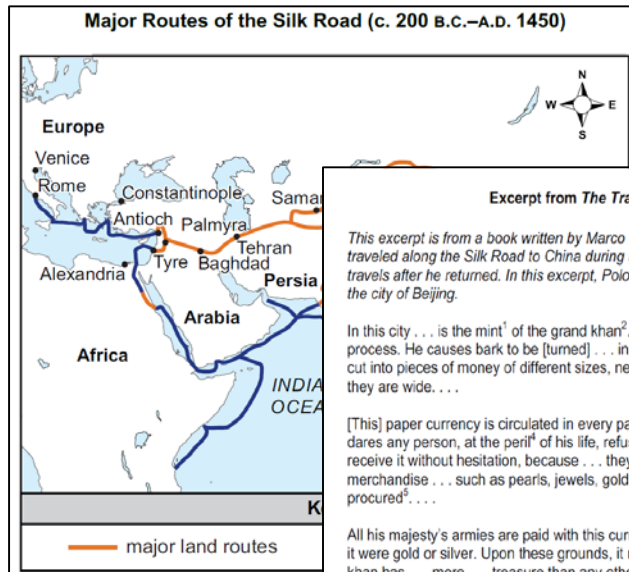
Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.



How can I support my social studies classroom teachers to develop an appropriate prompt?

Sources

Source 1



Source 2

Excerpt from *The Travels of Marco Polo*

This excerpt is from a book written by Marco Polo, a merchant from Venice who traveled along the Silk Road to China during the thirteenth century. He wrote about his travels after he returned. In this excerpt, Polo describes how paper money was made in the city of Beijing.

In this city . . . is the mint¹ of the grand khan². . . [He produces] money by the following process. He causes bark to be [turned] . . . into paper, and then he cuts it out into pieces of money of different sizes, nearly square, and they are wide. . . .

[This] paper currency is circulated in every part of his dominions³. . . [He] dares any person, at the peril⁴ of his life, refuse to receive it without hesitation, because . . . they can merchandise . . . such as pearls, jewels, gold, or silver, which they have procured⁵. . . .

All his majesty's armies are paid with this currency, and if it were gold or silver. Upon these grounds, it may be said that the grand khan has . . . more . . . treasure than any other sovereign.

¹mint: factory where money is produced
²grand khan: highest emperor
³dominions: kingdoms
⁴peril: risk
⁵procured: obtained

Source 3

A Customs Post on the Silk Road

This photograph shows an ancient Chinese customs post located near Dunhuang, China. Customs posts were places where traders paid taxes and tariffs on goods.

The photograph shows a simple, arched stone structure built into a earthen wall, which served as a customs post. The wall is made of light-colored mud or adobe, and the archway is made of dark stone. The ground in front of the arch is a flat, dusty surface.

Source: Wikimedia Commons.

Source 4

Excerpt from *Silk Road: Spreading Ideas and Innovations*
 by John Major

This excerpt is from an essay written by John Major, a scholar with the Asia Society. In this excerpt, he describes the historical importance of the Silk Road.

Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was . . . a multi-way street. In the process the Silk Road enriched not just the merchants who carried and exchanged goods, but the people of countries and cultures all across Eurasia¹.

¹Eurasia: Europe and Asia

Source: Excerpt from *Silk Road: Spreading Ideas and Innovations* by John Major. Copyright © 2016 Asia Society. Reprinted by permission of Asia Society.

Sample Response

The Silk Road was the road of trade. It wasn't just the trade of goods, but the trade of ideas.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures. This is called cultural diffusion. Socially, religion was spread, like Buddhism. For example, Buddhism was a popular religion in India. This religion traveled through out China because of the Silk Road. John Major, from source 4, stated," Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."

Economically, the countries of Eurasia procured resources that weren't available in their own countries. Intricate glass from Rome was traded for jade and horses from China. China set up many customs posts along the Silk road as stated in Source 3. At these places, traders paid taxes and terifs on goods.

Scoring Activity

1. Access your session packet.
2. Review the sources, prompt, and rubric.
3. Read all five sample responses individually. Review the rubric to provide rationale for each content and claim score.
4. Once you have rationale for your scores, come together as a group.
5. Read the first sample aloud and discuss each individual's rationale for the score.
6. Chart your rationale of your group.

Supporting Social Studies Teachers

1. What do I observe students doing during social studies instructional time?
2. What do I observe teachers doing during social studies instructional time?

Is that different from the expectation highlighted today? How?



How can I support my teachers to make the shift highlighted today?

Teacher Support

PLC

- Review grade-level samples of annotated responses
- Identify anchor papers from student work
- Collaborate with colleagues to agree on grade-level expectation and scoring
- Score student work
- Support colleagues during this process



What possible challenges will the social studies teachers face?

How can I help my teachers overcome these challenges?

Resources

Social Studies Assessment Framework

To illustrate how the assessment reflects the Department's vision for social studies, this document contains an annotated sample of LEAP 2025 practice test items. The annotations describe the purpose of each item and the student thinking represented in the correct answer.

Practice Test Answer Keys

To demonstrate the scoring process and better inform instruction, the practice test answer keys have been updated to include annotated student responses. The annotations explain how points are awarded for each response for a variety of score points.

For more specific information, please email assessment@la.gov.

Reflections

Reflection on the following questions, then share your reflections with a partner:

- How does the content and claims rubric set high expectations for students?
- What are my specific next steps to support my social studies teachers in using the content and claims rubric in their classroom?