

TuHS Social Studies Common Core Rubric: Speaking & Listening

Name: _____

	Exceeds	Meets	Nearly Meets	Beginning
Thesis/ Theme	Responses to Overarching Questions are insightful, focused and explain key ideas and points, while referencing historical themes or concepts.	Responses to Overarching Questions are focused and explain key ideas and points. Historical themes are present.	Responses to Overarching Questions at times lose focus or are not easy to follow. Historical themes are not clear or inconsistently represented.	Responses have little to no focus or are incomplete.
Evidence/ Historical Details	In the Research Outline, evidence thoroughly supports main claims and analysis. During the discussion, comments reflect good depth of reasoning and preparation, making references to specific and accurate evidence integrated from texts or other research	In the Research Outline, evidence adequately supports main claims and analysis. During the discussion, comments demonstrate adequate preparation as student occasionally includes evidence to support claims and opinions.	In the Research Outline, evidence is disconnected and or irrelevant to main claims and analysis. During the discussion, minimal preparation is evident as evidence is rarely incorporated into discussion responses and claims.	In the Research Outline, evidence is incomplete or completely missing in the support of analysis responses. During the discussion, no evidence is referenced or incorporated.
Historical Analysis	Comments build upon the ideas of others (or synthesize previous comments, claims and evidence from multiple perspectives) AND add another reason, piece of evidence or perspective. Comments reflect good depth of reasoning and preparation.	Comments may build upon the ideas of others (or synthesize previous comments, claims and evidence from multiple perspectives) but they usually add another reason, piece of evidence or perspective. Comments demonstrate adequate reasoning and preparation.	Comments are sometimes off topic or sometimes dominate the conversation with excessive comments or by interrupting others' comments. Comments demonstrate little reasoning, forethought or preparation.	Does not contribute to the discussion. Student does not prepare for the discussion.
Social Studies Speaking	Contributes at least four comments to the conversation without monopolizing (and thus allows for democratic discussions to develop). Comments are clear and focused on the topic being discussed. Works actively with peers to create a discussion that is respectful to all participants; asks questions that probe reasoning and evidence without attacking commentators. Responds thoughtfully to diverse perspectives.	Contributes at least three comments to the conversation that are on topic, but usually does not interrupt or dominate the conversation. Comments are usually on topic. Comments are respectful of all participants and point out differences in ideas without attacking the people stating them. Acknowledges diverse perspectives, even when s/he does not agree with them.	Contributes few or minimal comments to the conversation or comments are sometimes off topic or sometimes dominates the conversation with excessive comments, or by interrupting others' comments. Comments may not be consistently respectful of all participants. May not acknowledge diverse perspectives.	Does not contribute comments to the discussion. May repeatedly interrupt or disrespect other participants (attacking people rather than probing/ challenging ideas)
21st Century Research	Completed MLA bibliography draws from multiple, reliable sources, helping to strengthen evidence and arguments.	Completed MLA bibliography draws from a few sources.	MLA bibliography draws from one or two sources or sources may be unreliable.	MLA bibliography is incomplete or missing.