

Socials Studies Rubric

	Information-Based Topic	Skill-Based Topic	Attentiveness to Classroom Role	Attentiveness to Meeting Responsibilities
5	The student has such a complete and detailed understanding of the topic that he/she regularly integrates and applies his information to other concepts and/or has demonstrated the ability assist others in their learning.	The student has such mastery of the skill or process that he/she can regularly apply this mastery to other concepts and/or has demonstrated the ability to assist others in gaining mastery.	The student always exceeds the stated expectations for conduct, class participation and attendance. As a result, he/she has distinguished him/herself as a leader among peers.	The student always meets the responsibilities for timeliness and high quality work and always extends him/herself beyond expectation. The manner in which the student attends to his/her responsibilities places him/her at the highest levels of the student's peer group.
4	The student has a complete and detailed understanding of the information important to the topic and demonstrates the ability to apply this understanding to some situations.	The student can perform the skill or process important to the topic with fluency and no significant errors. Additionally, the student understands the key features of the skill or process and can demonstrate how it can be applied in certain situations.	The student regularly exceeds the stated expectations for conduct, class participation and attendance.	The student always meets the responsibilities for timeliness and high quality work and always extends him/herself beyond expectation.
3	The student has a working, but not detailed, understanding of the information important to the topic.	The student can perform the skill or process important to the topic without making significant errors.	The student meets the stated expectations for conduct, class participation and attendance.	The student routinely meets the responsibilities for timeliness of class work. Work is routinely done completely and with a level of effort representative of the student's good work.
2	The student has a basic understanding of the topic, but he/she has misconceptions about some of the information	The student makes some significant errors when performing the skill or process important to the topic, but still accomplishes a basic approximation of the skill or process.	The student meets the stated expectations for two of the following: conduct, class participation and/or attendance. Improvement is needed in the third area as identified in the teacher's narrative comments.	The student typically meets the responsibilities for timeliness of class work with some inconsistencies. Work is typically done to a level below the student's capabilities.
1	The student's understanding of the topic is incomplete or contains significant misconceptions that limit understanding.	The student makes many errors when attempting to perform the skill or process, which limits overall performance.	The student meets the stated expectations for one of the following: conduct, class participation and/or attendance. Improvement is needed in the two remaining areas as identified in the teacher's narrative comments.	The student is showing a notable habit of failing to meet responsibilities for timeliness and/or completeness of class work. This lack of effort and attentiveness to one's responsibilities significantly impacts the demonstration of content knowledge and skill on the curriculum and must change.
0	No judgment can be made about the student's understanding of the topic.	No judgment can be made about the student's ability to perform the skill or process.	The student fails to meet the stated expectations for conduct, class participation and attendance.	The student rarely, if ever, engages in meeting his/her responsibilities. Work is typically well below the student's capabilities for completeness and attentiveness to effort and represents an unacceptable level of responsibility which must change.
N/A	The student's understanding has yet to be assessed.	The student's ability to perform the skill or process has yet to be assessed.	N/A	N/A

American Studies and World History Competencies

1. Students are able to analyze historical and current materials (print, visual, artifacts) and come to reasoned conclusions based on the items potential biases, facts and opinions.
2. Students are able to use a combination of on-line historical and appropriate current websites (National Archives, The Avalon Project, BBC.com, CNN.com), traditional resources (Exeter Historical Society, New Hampshire Division of Records and Management, Exeter Newsletter and Boston Globe) and human resources to complete research on a given or student generated topic/project.
3. Students actively engage in political and/or civic events in a positive manner to effect change in the community (knowing/comprehending issues, informing others, voting, community service).
4. Students seek alternative opinions to their own on an issue in order to strengthen, modify or completely change their argument based on all available information.
5. Students have a general idea of where they are geographically based on their senses and prior knowledge of an area (from looking at maps or living in the area). Students can also analyze the interaction of humans with each other, and humans with their physical environment and come to reasoned conclusions about the meaning of place to different groups of people.
6. Students make sound economic decisions in the course of their daily lives by understanding and applying basic economic and advertising concepts. Students also understand how to responsibly manage their credit, debt and savings.
7. Students will be able to examine the decisions that individuals and groups make based on various factors, such as, but not limited to, the environment, family history, and time period.

Students complete assessments to provide evidence of understanding (competency) of course material. The output of each student's work is evaluated and assigned a number from the rubric above which reflects the level of understanding the student has shown in their assessment. Students have the opportunity to enhance their learning and refine their work for re-evaluation to meet their competencies. Students must receive a 2 or higher in order to be considered competent for that content area.