

LEAP

SOCIAL STUDIES

Grade 8

Classroom

Assessment

Items

Purpose and Use

The [LEAP Social Studies Classroom Assessment Items](#) are intended for use in classroom instruction and assessment, meaning that educators may choose to incorporate the sources and items into daily lessons or classroom tests as a to complement their instructional and assessment materials. The Social Studies Classroom Assessment Items offer examples of how social studies knowledge and skills may be assessed in alignment with the [2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Social Studies Field Tests.

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Unit of Study	Component and Group Name
Unit 2	Set: Industrialization, Immigration, and Urbanization (culminating item options: TE item #6, CR item #6)
Units 1, 4, 6	Standalone Items
Units 1 and 2	Task: Railroads Transform the Nation (culminating item: ER item #6)
N/A	Answer Key and Rubrics
N/A	Scoring Activity

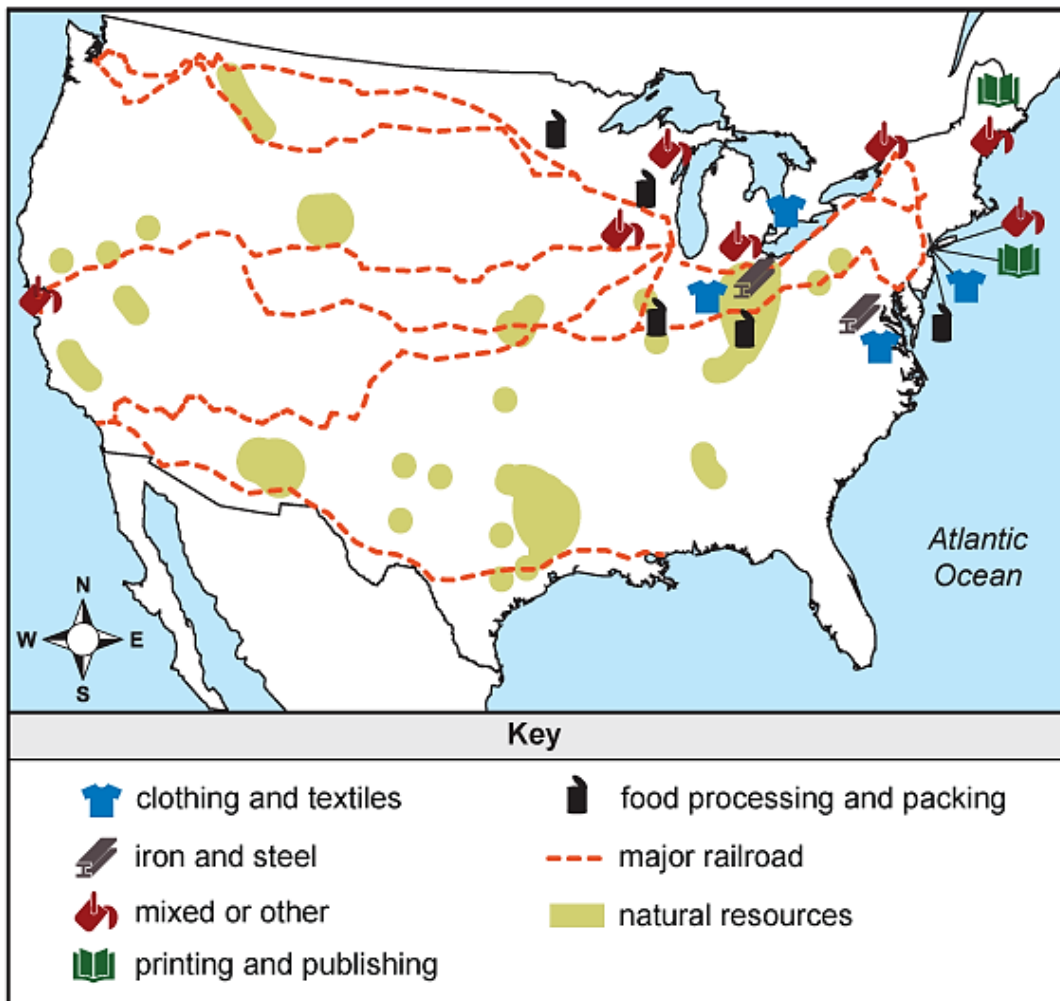


Grade 8
Classroom Assessment
Set

Read and study the sources about industrialization, immigration, and urbanization during the late 1800s and the early 1900s. Then use your social studies knowledge and the sources to answer the questions.

Source 1

U.S. Industry (Late 1800s–Early 1900s)



Source 2**Adapted from *Poverty* (1905)**

by Robert Hunter

This excerpt is from a book written by Robert Hunter, a researcher and social worker during late 1800s and early 1900s. Hunter was part of the Settlement House movement, serving at Hull House in Chicago and University Settlement in New York.

Millions of foreigners established neighborhoods in the very hearts of our urban and industrial communities. Two groups have generally promoted immigration: large employers seeking the cheapest form of labor obtainable, and the owners of the transatlantic steamship companies. These agencies made the people believe fabulous stories of wealth to be had in America. . . . In one community where I lived, several thousand human beings were struggling fiercely against want. Fully fifty thousand men, women, and children were all the time either in poverty or on the verge of poverty. They worked and starved and ached to rise out of it. They broke their health down. The men acquired painful and disabling diseases. The girls and boys followed in the paths of their parents. The wages were so low that the men alone often could not support their families. Mothers with babies toiled in order to add to the income. They gave up all thought of joyful living.

Source 3

Industrial Workers (early 1900s)

Woodward Coal Mines

by Lewis Hine

This photograph shows breaker boys who worked at the Woodward Coal Mines in Pennsylvania. The main job of breaker boys was to sort coal by hand, removing unusable pieces.



Lincoln Cotton Mill

by Lewis Hine

This photograph shows young girls working at weaving machines at the Lincoln Cotton Mill in Indiana.



Source 4**Adapted from the Report of the Tenement House Commission (1901)**

This excerpt is from a report to the Tenement House Commission of New York, which was created by then-Governor Theodore Roosevelt to study housing in the city. The Tenement House Act was passed a few months after the report was issued.

Nearly all the witnesses who testified before the commission held the opinion that the “air shaft”¹ was the most serious evil of the present tenement house. Many people testified that the air from these shafts was extremely foul. Moreover, the tenants often use the “air shaft” as a place for garbage and all sorts of waste and filth. This mass of filth is often allowed to remain, rotting at the bottom for weeks without being cleaned out. It transmits smells and noise and is one of the greatest elements in destroying privacy and wellbeing in the tenement house.

Tenement house labor is generally carried on in the main living room of the family. Old and young are crowded in with the workers. The danger of contagion when any member of the family is ill, therefore, is very great. The average tenement house family consists of five members. Renters taken by such families make the average size higher. Among the Italian garment workers, it has been frequently found that two and even three families, making a total of ten to fifteen individuals, occupy a single apartment.

¹ **air shaft:** a tall, narrow space between tenement apartments that windows opened out to

1. Use your **social studies knowledge and Source 1** to answer the question.

Which phrase **best** describes the Second Industrial Revolution of the late 1800s and early 1900s?

- A. a return to strict labor laws
- B. a time of major territorial expansion
- C. a return to land conservation policies
- D. a time of rapid technological advancement

2-8182

2. Use your **social studies knowledge and Source 2** to answer the question.

Which factor **most** motivated people to migrate to the United States during the late 1800s and the early 1900s?

- A. the freedom to live in a modern city
- B. the demand for luxury consumer goods
- C. the hope of better economic opportunities
- D. the desire to create new cultural traditions

2-8178

3. Use your **social studies knowledge, Source 1, and Source 2** to answer the questions.

Part A

Where did the majority of immigrants **most likely** find jobs in the late 1800s and the early 1900s?

- A. the Northwest
- B. the Northeast and Midwest
- C. the Southeast
- D. the Southwest and West Coast

Part B

Which statement **best** explains a reason for the answer to Part A?

- A. The area had many factory jobs that required little skill.
- B. The area had many raw materials that were valuable.
- C. The area had many railroad lines for transporting goods.
- D. The area had many agricultural jobs on large farms.

2-8179

4. Use your **social studies knowledge and Source 3** to answer the question.

Which statements **best** explains why many business owners hired child laborers?

Select the **two** correct answers.

- A. Children worked harder than adults did.
- B. Children accepted lower wages than adults did.
- C. Children were less likely to get injured than adults were.
- D. Children were easier to train than adults were.
- E. Children were less likely to strike than adults were.

2-8181

5. Use your **social studies knowledge, Source 2, and Source 4** to answer the question.

Which statements **best** describe the experiences of many immigrants during the late 1800s and the early 1900s?

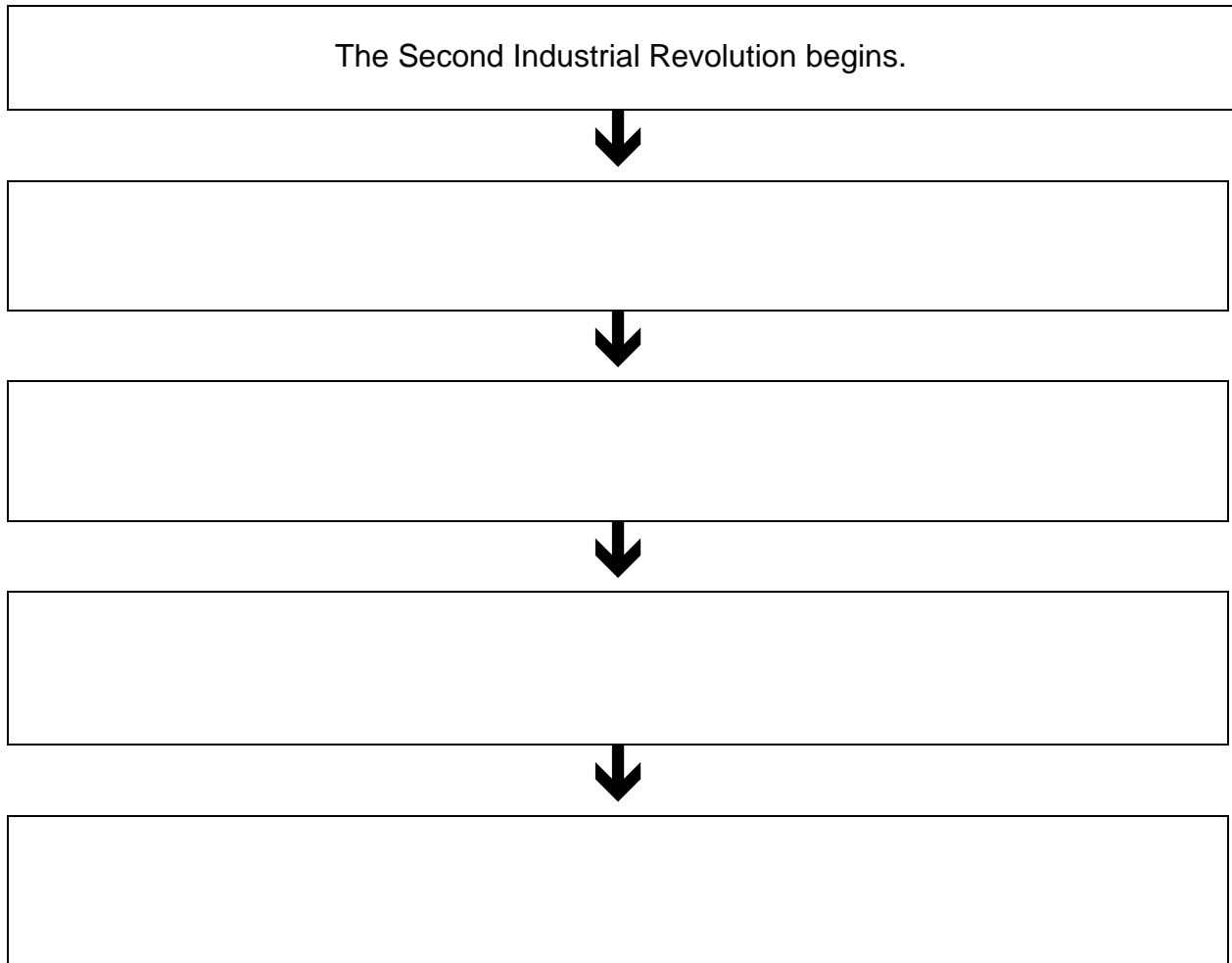
Select the **two** correct answers.

- A. They had to live and work in unhealthy conditions.
- B. They fought to reform building and fire codes.
- C. They had to rent homes far from their workplaces.
- D. They struggled to improve their standard of living.
- E. They had to go to the western states to find jobs.

2-8180

6. Use your **social studies knowledge and the sources** to answer the question.

Write in the flowchart **four** correct events in chronological order, from earliest to most recent, to **best** show how industrialization affected the United States.



Answer Choices:

U.S. businesses expand and need to recruit new workers.

Low-quality tenement housing is built and quickly becomes overcrowded with impoverished people.

Immigrants move to less-populated rural areas of the United States.

Millions of immigrants move to the United States and settle in cities for work.

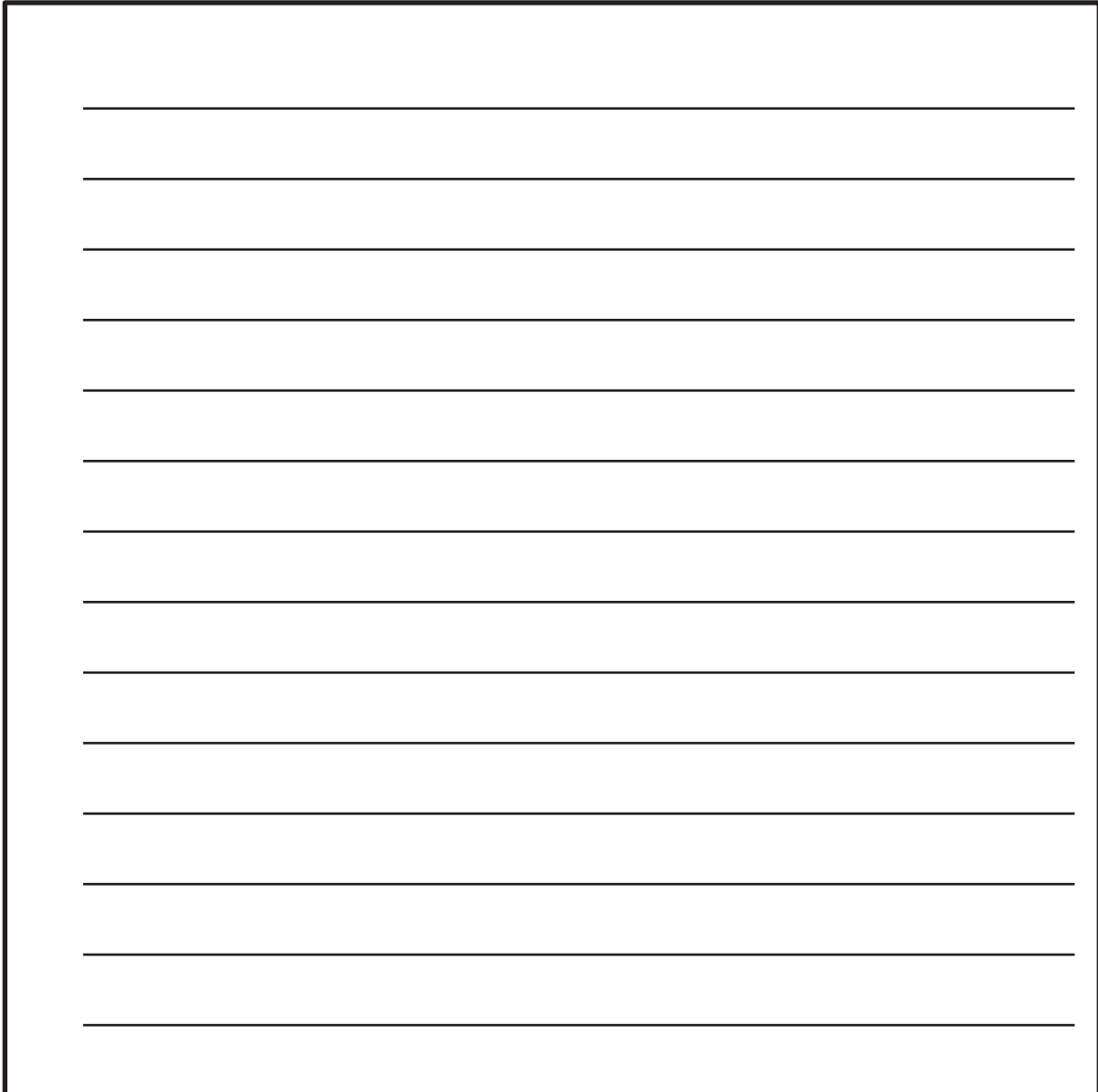
Wealthy industrialists increase wages and fund improvements to tenement housing.

Populations in urban area increase significantly

6. Use your **social studies knowledge and the sources** to answer the question.

Explain **one** cause **and** explain **one** effect of industrialization in the United States during the late 1800s and the early 1900s.

As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of social studies.





Grade 8
Classroom Assessment
Standalone Items

Use your **social studies knowledge and the poster** to answer the question.

Kansas Real Estate Poster



Which reasons **best** explain why the Exodusters migrated to Kansas during the late 1800s?

Select the **two** correct answers.

- A. to flee religious persecution
- B. to mine precious metals
- C. to acquire inexpensive land
- D. to work on federal projects
- E. to escape racial discrimination

1-8186

Use your **social studies knowledge and the excerpt** to answer the question.

Excerpt from the Smoot-Hawley Tariff Act (1930)

[This is] an act to provide revenue and to regulate commerce with foreign countries, to encourage industries of the United States, [and] to protect American labor. . . . [T]here shall be levied, collected, and paid upon all articles when imported from any foreign country into the United States . . . the rates of duty which are prescribed by the dutiable (taxable) list.

Which statement **best** explains how the Smoot-Hawley Tariff Act of 1930 contributed to the Great Depression?

- A. It caused the stock market to crash.
- B. It decreased the U.S. money supply.
- C. It decreased the demand for U.S. exports.
- D. It caused widespread unemployment.

4-8184

Use your **social studies knowledge and the excerpt** to answer the questions.

Excerpt from an Address Accepting the Presidential Nomination (1932)

by Franklin D. Roosevelt

What do the people of America want more than anything else? To my mind, they want two things: work [and] . . . a reasonable measure of security—security for themselves and for their wives and children. . . .

On the farms, in the large metropolitan areas, in the smaller cities and in the villages, millions of our citizens cherish the hope that their old standards of living and of thought have not gone forever. Those millions cannot and shall not hope in vain. I pledge you, I pledge myself, to a new deal for the American people.

Part A

What was the New Deal?

- A. laws and court rulings decided during wartime
- B. programs and projects established during the Great Depression
- C. agreements and investments made during the Roaring Twenties
- D. buildings and transportation systems built in the nation's capital

Part B

Which phrase describes a goal of the New Deal?

- A. to improve the infrastructure in northeastern cities
- B. to supply loans to consumers for the purchase of new goods
- C. to provide relief for the unemployed and promote economic recovery
- D. to inspire patriotism and limit dangerous speech against the government

4-8185

Use your **social studies knowledge** and the **photograph** to answer the question.

Bus in Birmingham, Alabama (c. 1962)



Part A

Which concept is **most closely** related to the photograph?

- A. massive resistance
- B. *de jure* segregation
- C. civil disobedience
- D. *de facto* segregation

Part B

Which phrase **best** describes the answer to Part A?

- A. segregation that is established by law
- B. segregation that occurs by military force
- C. segregation that is established by custom
- D. segregation that occurs as a form of rebellion

6-8187

Source: Pictorial Press Ltd/Alamy.

Use your **social studies knowledge and the excerpt** to answer the question.

This excerpt has five underlined sentences. Select the **two** sentences that **best** show how the Supreme Court decision in *Bailey v. Patterson* advanced civil rights.

Adapted from the Majority Opinion in *Bailey v. Patterson* (1962)

African Americans living in Jackson, Mississippi, brought this civil rights action on behalf of themselves and others in similar situations. They are seeking temporary and permanent orders to enforce their constitutional rights to nonsegregated service in interstate and intrastate transportation. They allege that such rights had been denied them under state statutes, local laws, and state customs.

They lack standing for criminal prosecutions under Mississippi's breach-of-peace statutes. This is because they do not allege that they have been prosecuted or threatened with prosecution under these statutes. They cannot represent a group of whom they are not a part. But as passengers using the segregated transportation facilities, they are wronged parties and have standing to enforce their rights to nonsegregated treatment.

We have settled beyond question that no state may require racial segregation of interstate or intrastate transportation facilities.

6-8188

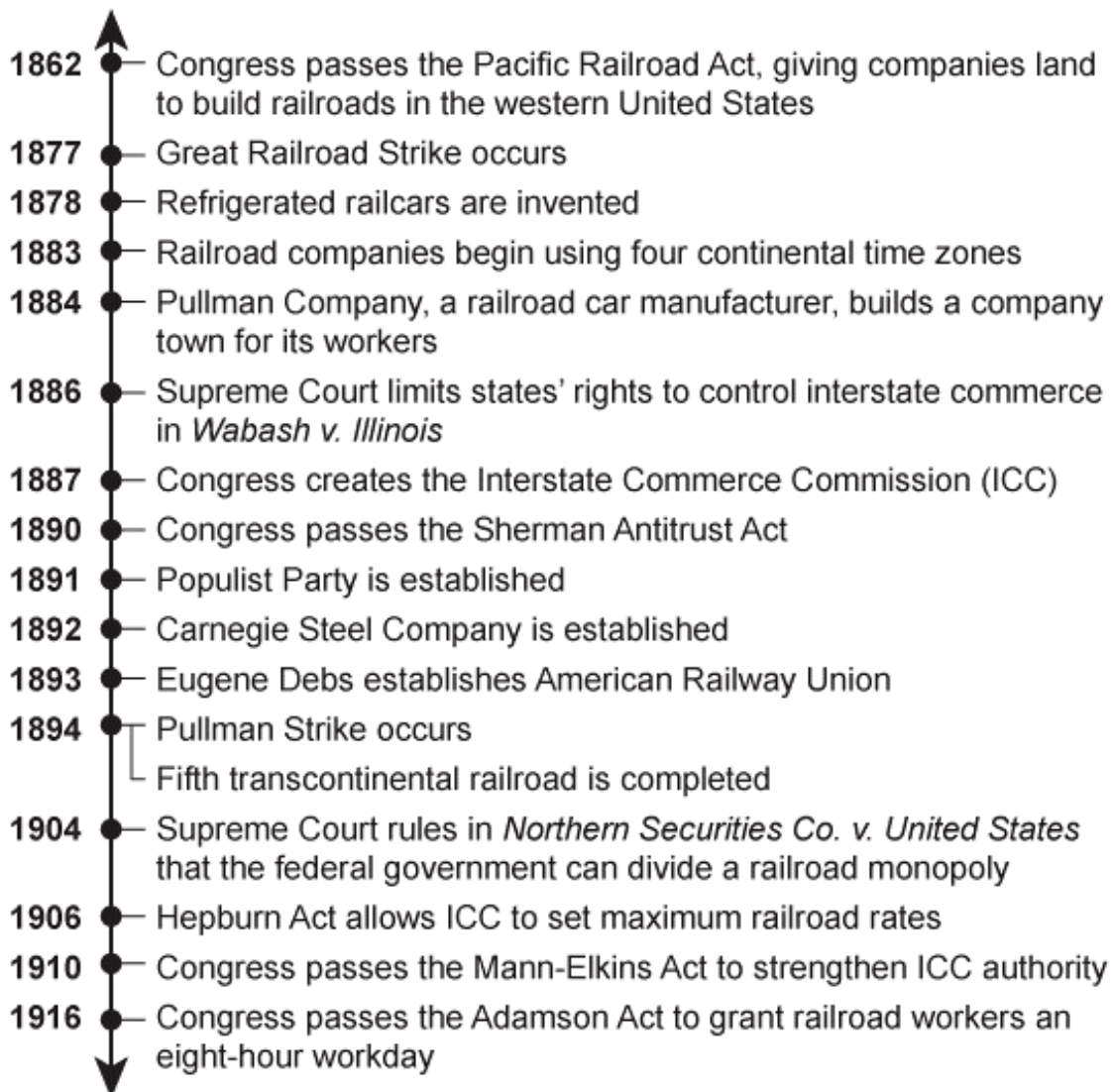


Grade 8
Classroom Assessment
Task

Read and study the sources about how railroads transformed the nation. Use your social studies knowledge and the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how the expansion of the railroads changed the United States during the late 1800s and the early 1900s.

Source 1

Events Related to Railroad Expansion



Source 2

Railroad Industry Statistics

Year	Miles of Track	Number of Employees	Tons of Freight Carried (in millions)	Freight Revenue (in millions of \$)	Number of Passengers Carried (in millions)	Passenger Revenue (in millions of \$)
1875	74,096	n/a	<40,000	363	<300	139
1885	128,320	<749,000	49,152	509	351	201
1895	233,276	785,000	85,228	730	507	252
1905	306,797	1,382,000	186,463	1,451	739	473
1915	391,142	1,548,000	277,135	2,038	986	646

Source 3***The Modern Colossus of (Rail) Roads (1879)***

by Joseph Keppler

This political cartoon shows railroad tycoon William Vanderbilt in the center, with two other powerful railroad industrialists standing on his feet. Cyrus Field is on the left side of the cartoon and Jay Gould is on the right side of the cartoon. The sign in the foreground reads, "All freight seeking the seaboard must pass here and pay any tolls we demand." The flag over the railway station on the left reads, "L Road. Many nickels stolen are millions gained by C. W. Field."



Source 4

Adapted from *The Extermination of the American Bison* (1889)*by William T. Hornaday*

In these days of railroads and endless hunting parties, there is no possibility of there being anywhere in the United States a herd of a hundred, or even fifty, buffaloes. The buffalo provided the Indians with food, clothing, shelter, bedding, saddles, ropes, shields, and numerous smaller articles of use. The Indians of what was once the buffalo country are not starving and freezing now. That is because the United States government supplies them regularly with beef and blankets instead of buffalo.



Source 5**Adapted from the Omaha Platform (1892)**

This excerpt is from the 1892 platform of the People's (Populist) Party.

We meet in the midst of a nation brought to the edge of moral, political, and material ruin. The fruits of the toil of millions are boldly stolen to build colossal fortunes for a few. . . . The possessors of those fortunes, in turn, despise the republic and endanger liberty. From the same source of injustice come two classes. . . .

We believe that the time has come when either the railroad corporations will own the people or the people will own the railroads. If the government enters upon the work of owning and managing railroads, we would favor that all people in government service be placed under civil-service rules. That would prevent the increase of federal government power through additional employees.

Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. . . .

The land, including all the natural sources of wealth, is the heritage of the people. It should not be monopolized for speculative purposes. . . . All land now held by railroads and other corporations in excess of their actual needs should be reclaimed by the government and held for actual settlers only.

1. Use your **social studies knowledge, Source 1, and Source 2** to answer the questions.

Part A

Which factor **most** contributed to the growth of the railroads in the late 1800s and the early 1900s?

- A. court rulings that allowed monopolies
- B. state laws that protected unions
- C. federal policies that encouraged construction
- D. legislative actions that reduced taxes

Part B

Which result **most closely** relates to the growth of the railroad industry in the late 1800s and the early 1900s?

- A. better pay for workers
- B. increased movement of goods and people
- C. higher unemployment rate
- D. more competition and profits for businesses

T-8244

2. Use your **social studies knowledge and Source 3** to answer the questions.

Part A

Which statement **best** describes the message of the political cartoon in Source 3?

- A. Industrialists were gaining too much power and wealth.
- B. Industrialists were coming together to lower shipping fees.
- C. Industrialists were charging fair prices for goods and services.
- D. Industrialists were creating jobs for the benefit of the working class.

Part B

Which evidence from the political cartoon **best** supports the answer to Part A?

- A. the expensive suits worn by the men
- B. the intersecting railroad tracks
- C. the text on the flag over the railway station
- D. the blue sky above clouds gathering on the horizon

T-8425

3. Use your **social studies knowledge and Source 4** to answer the question.

Which statements **best** describe ways that railroad expansion changed the lives of Native Americans?

Select the **two** correct answers.

- A. They had to depend on the federal government for survival.
- B. They had to establish new ways to transport provisions.
- C. They had to take jobs in factories to replace lost income.
- D. They had to relocate to land with fewer resources.
- E. They had to buy daily necessities from industrialists.

T-8427

4. Use your **social studies knowledge and Source 5** to answer the question.

Select the **best** answer from each list to complete the sentences about how railroads transformed the nation.

During the late 1800s and early 1900s, people in the United States began to rely on railroads because of their many benefits. However, people also experienced challenges with the industry, such as

- few stations and poor service
- lack of workers
- high shipping rates and low wages
- theft of goods

by railroad monopolies. One solution that the People’s (Populist) Party proposed was to have the control the railroads.

- federal government
- passengers
- railroad workers
- settlers

T-8426

5. Use your **social studies knowledge and Source 1** to answer the question.

Which statement **best** describes a result of the development of railroad monopolies?

- A. Labor unions gained government support.
- B. State governments banned company towns.
- C. The federal government passed antitrust laws.
- D. The industrialists consolidated their companies.

T-8245

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Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Industrialization, Immigration, and Urbanization	8.8a	2	Establishing Context	MC	1	Key: D	1. 2-8182
	8.9b	2	Making Connections	MC	1	Key: C	2. 2-8178
	8.9b (8.8a)	2	Establishing Context	TPD	2	Part A Key: B Part B Key: A See Scoring Guidance .	3. 2-8179
	8.9c	2	Making Connections	MS	1	Key: B, E	4. 2-8181
	8.9b	2	Establishing Context	MS	1	Key: A, D	5. 2-8180

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Industrialization, Immigration, and Urbanization	8.9a	2	Making Connections	TE	3	<p>Key</p> <p>[The Second Industrial Revolution begins.]</p> <p>↓</p> <p>U.S. businesses expand and need to recruit new workers.</p> <p>↓</p> <p>Millions of immigrants move to the United States and settle in cities for work.</p> <p>↓</p> <p>Populations in urban areas increase significantly.</p> <p>↓</p> <p>Low-quality tenement housing is built and quickly becomes overcrowded with impoverished people.</p> <p>Scoring Rules</p> <ul style="list-style-type: none"> • Full (3pts): 4 of 4 correct responses • Partial (2pts): 3 of 4 correct responses • Partial (1pt): 2 of 4 correct responses • None (0 pts): 0 or 1 of 4 correct responses 	6. 2-8183
	8.8a (8.9a)	2	Making Connections	CR	3	See rubric .	6. 2-8412

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID
Standalone Items	8.10a	1	Making Connections	MS	1	Key: C, E	1-8186
Standalone Items	8.13a	4	Making Connections	MC	1	Key: C	4-8184
Standalone Items	8.13e	4	Establishing Context	TPI	2	Part A Key :B Part B Key: C See Scoring Guidance .	4-8185
Standalone Items	8.15b (8.6a)	6	Examining Sources	TPD	2	Part A Key: B Part B Key: A See Scoring Guidance .	6-8187
Standalone Items	8.15j (8.6a-b)	6	Examining Sources	TE	2	<p>Key</p> <ul style="list-style-type: none"> • But as passengers using the segregated transportation facilities, they are wronged parties and have standing to enforce their rights to nonsegregated treatment. • We have settled beyond question that no state may require racial segregation of interstate or intrastate transportation facilities. <p>Scoring Rules</p> <ul style="list-style-type: none"> • Full (2 pts): 2 of 2 correct answers selected • Partial (1 pt): 1 of 2 correct answers selected • None (0 pts): 0 of 2 correct answers selected 	6-8188

Group Name	Alignment	Unit(s) of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Railroads Transform the Nation	8.8b (8.8a)	2	Making Connections	TPI	2	Part A Key: C Part B Key: B See Scoring Guidance .	1. T-8244
	8.8c (8.6a-b)	2	Examining Sources	TPD	2	Part A Key: A Part B Key: C See Scoring Guidance .	2. T-8425
	8.10c	1	Making Connections	MS	1	Key: A, D	3. T-8427
	8.9d (8.8b)	2	Making Connections	TE	2	Dropdown 1 Key: high shipping rates and low wages Dropdown 2 Key: federal government Scoring Rules <ul style="list-style-type: none"> • Full (2 pts): 2 of 2 correct answers selected • Partial (1 pt): 1 of 2 correct answers selected • None (0 pts): 0 of 2 correct answers selected 	4. T-8426
	8.9f	2	Making Connections	MC	1	Key: C	5. T-8245
8.8b (8.7a)	1, 2	Making Connections	ER	8	See rubric .	6. T-8246	

Scoring Guidance

Item Type	Scoring Rules
Two-Part Independent (TPI)	<ul style="list-style-type: none">• Full credit (2 pts): Both Part A and Part B have correct answers• Partial credit (1 pt): Either Part A or Part B have correct answers• No credit (0 pts): Neither Part A nor Part B have correct answers
Two-Part Dependent (TPD)	<ul style="list-style-type: none">• Full credit (2 pts): Both Part A and Part B have correct answers• Partial credit (1 pt): Part A has a correct answer, but Part B has an incorrect answer• No credit (0 pts): Part A has an incorrect answer, and Part B has a correct answer OR neither Part A nor Part B has a correct answer

Constructed-Response Rubric for Item 2-8412

Score Point	Description
3	<p>To earn a score of 3, the response must fully answer all parts of the prompt. The student’s response provides an accurate and complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include a few errors that do not detract from the overall response.</p> <p>Prompt-Specific: The student’s response fully and correctly explains one cause and fully and correctly explains one effect of industrialization in the United States during the late 1800s and the early 1900s.</p>
2	<p>To earn a score of 2, the response may fully answer part of the prompt or partially answer all parts of the prompt. The student’s response provides a mostly accurate but partially complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include errors.</p> <p>Prompt-Specific: The student's response correctly explains one cause of industrialization in the United States during the late 1800s and the early 1900s, OR the response correctly explains one effect of industrialization in the United States during the late 1800s and the early 1900s.</p>
1	<p>To earn a score of 1, the response minimally answers at least one part of the prompt. The student’s response provides a minimally accurate and/or minimally complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include several errors that detract from the overall response.</p> <p>Prompt-Specific: The student’s correctly identifies one cause of industrialization in the United States during the late 1800s and the early 1900s, OR the response correctly identifies one effect of industrialization in the United States during the late 1800s and early 1900s.</p>
0	<p>The student’s response does not meet any criteria for a score of 1. The response is incorrect, too brief, or too unclear to evaluate.</p>

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

Draft Extended-Response Rubric

DRAFT LEAP Social Studies Rubric for Extended-Response (ER) Items in Grades 6–8 and Civics					
Dimension*	3	2	1	0	Scoring Guidance
	The student’s response:	The student’s response:	The student’s response:	The student’s response:	
Claim		Fully addresses the prompt with a claim that is accurate and clear for the grade/course	Addresses at least part of the prompt with a claim that may contain inaccuracies and/or may be vague	Does not present an identifiable claim that addresses the prompt OR is too brief or unclear to evaluate	To earn points for this dimension, the response must present a claim that addresses the prompt. The claim is the argument, answer, or main point(s). Students may restate the prompt as part of their claim, but restatement of the prompt alone is not a claim. Clear claims should be easy to identify and understand.
Information and Evidence	Uses accurate and relevant information from social studies content knowledge and relevant evidence from the sources that fully and effectively support the claim	Uses some accurate and relevant information from social studies content knowledge and some relevant evidence from the sources that are sufficient to support the claim	Addresses the prompt with at least one piece of accurate and relevant information from social studies content knowledge and/or at least one piece of relevant evidence from the sources, showing an accurate understanding in the student’s own words	Does not present accurate or relevant information from social studies knowledge or relevant evidence from the sources that addresses the prompt in the student’s own words OR is too brief or unclear to evaluate	To earn points for this dimension, the response must include accurate information from social studies content knowledge beyond what the sources provide and/or relevant evidence from one or more sources with accurate understanding in the student’s own words. Information and evidence should provide support for the claim or address the prompt. Responses should show understanding of the evidence and/or how it provides support for the claim and not simply list the source(s).
Analysis and Reasoning	Shows a strong understanding of social studies content by providing accurate analysis and clear reasoning to effectively develop the claim	Shows a general understanding of social studies content by providing analysis and reasoning to develop the claim that is generally accurate but may be uneven	Shows a limited understanding of social studies content by providing analysis and reasoning to develop the claim that is minimally accurate and may be vague or incomplete	Does not provide accurate analysis or reasoning that is relevant to develop the claim OR is too brief or unclear to evaluate	To earn points for this dimension, the response must demonstrate an understanding of social studies content by providing accurate analysis and reasoning to develop the claim. The response should make relevant connections among the claim, information, evidence, and ideas presented in a clear and cohesive way.
*Each dimension is scored individually: Claims: 0–2, Information and Evidence: 0–3, and Analysis and Reasoning: 0–3, totaling 0–8 points.					Due to the nature of timed, on-demand writing, responses at each score point may contain mistakes. Minimal to a few errors that do not detract from the overall response are acceptable at the higher score points, whereas several errors that do detract from the overall response may be present at the lowest score point.

Scoring Activity

The scoring activity is recommended for use by educators to develop scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student writing, but they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems.

This activity can be used with students as well. By having students work through the scoring process, they learn about what is expected, and they see the rubric in action as they score and discuss different responses.

School and school system leaders are also encouraged to incorporate the scoring activity into their professional development and/or to set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

Purpose: To establish common expectations for student writing in social studies

Outcomes:

- Learn to use the rubric and identify qualities of writing that meet the standards for social studies
- Reveal grade/course-specific expectations
- Learn about and discuss different approaches that can improve teaching and learning

Process:

1. Have students respond in writing to a common prompt. Suggested items:
 - a. Constructed-response items from the [classroom assessment materials](#)
 - b. Written- or extended-response items from the [classroom assessment materials](#)
 - c. Constructed-, written-, and/or extended-response items available in instructional materials or created at the school or school system level
2. Collect students' responses to the common prompt.

3. Work collaboratively to understand the rubric.
 - a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight key words on the rubric that show the expectations and differences between each score point.
 - b. Create or gather anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., 2 points in Claims). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score student responses collaboratively.
 - a. Individually score the responses using the rubric and anchor set.
 - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
 - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general—strengths, weaknesses, different approaches to the prompt, etc. Determine any patterns that exist in the responses overall (e.g., ability to make claims, use of content knowledge, relevance of evidence from sources, development of claims, ability to make connections). Individual teachers should also consider their own students' papers to determine any patterns.
6. Finally, discuss the instructional implications: “How will we address the general weaknesses?” “How will I address my own students' weaknesses, etc.?” Develop a plan.