

## Rubric for Assessment of Social Studies Content Knowledge

Performance indicator	Basic	Developing	Proficient	Advanced
#1: The teacher candidate displays a high level of competency in the social studies discipline they are teaching. {NCSS 1.1-1.10}	Teacher demonstrates basic competency during the lesson but offers no supporting materials or supplementary information beyond the textbook.	Teacher demonstrates competency while teaching and is able to amplify the materials or supplementary information beyond the textbook.	Teacher demonstrates competency throughout the lesson, offering additional information and answering questions easily.	Teacher demonstrates a high level of competency throughout the entire lesson and extends the information through multiple examples and references.
#2: The teacher Candidate effectively utilizes appropriate disciplinary specific Social Studies source materials (Historical primary sources and/or Geographic, Political and/or Economic data. {History Standard 2; Geography Standard 1}{NCSS 1.1-1.10}	There was no use of appropriate Social Studies sources during the lesson.	There was limited use of appropriate Social Studies sources during the lesson.	Appropriate Social Studies sources were used throughout the lesson.	Appropriate Social Studies sources were integrated throughout the lesson and served as the basis for the lesson.
#3: The teacher candidate displays an in-depth understanding of the fundamental ways of thinking in at least one of the Social Studies content areas: History, Geography, Economics and/or Civics. {History Standard 1; Geography Standard 6}{NCSS 1.1-1.10}	There was no reference to the ways of thinking in any social Studies discipline.	There was only minimal reference to the ways of thinking in any social Studies discipline.	Ways of thinking in Social Studies clear in the presentation.	Ways of thinking in Social Studies were integrated throughout the lesson and served as the basis for the lesson..
#4: The teacher candidate provides integration of Social Studies disciplines during the lesson. {NCSS 1.1-1.10}	There is no integration made between social studies disciplines.	There is little integration made between social studies disciplines	Social Studies disciplines are clearly integrated during the lesson.	The integration of Social Studies disciplines is a central focus of the lesson.
#5: The Teacher candidate integrates specific historical events and standards into the lesson. {History Standards 3-6; Civics Standards 1-3; Geography Standard 6; Economics Standard 2}{NCSS 1.1,1.2,1.4,1.5,1.6,1.7,1.8,1.9.1.10}	There was little reference to specific historical events and standards.	Specific historical events and standards were referenced but little explanation of these events and standards was provided.	Specific historical events and standards were discussed and appropriate explanation of these events and standards was provided.	Specific historical events and standards were presented and explained in depth and detail.

<p>#6: The teacher candidate integrates specific geographical concepts and standards into the lesson. {Geography Standards 1-6; Economics Standards 2-3; Civics Standard 3; History Standard 3}{NCSS 1.1,1.3,1.5,1.6,1.8,1.9}</p>	<p>There was little reference to specific geographic concepts and standards.</p>	<p>Specific geographic concepts and standards were referenced but little explanation of these concepts and standards was provided.</p>	<p>Specific geographic concepts and standards were discussed and appropriate explanation of these concepts and standards was provided.</p>	<p>Specific geographic concepts and standards were presented and explained in depth and detail.</p>
<p>#7: The teacher candidate integrates specific economic concepts and standards into the lesson. {Economics Standards 1-3; Geography Standards 4 and 5; History Standard 4}. {NCSS 1.6}</p>	<p>There was little reference to specific economic concepts and standards.</p>	<p>Specific economic concepts and standards were referenced but little explanation of these concepts and standards was provided.</p>	<p>Specific economic concepts and standards were discussed and appropriate explanation of these concepts and standards was provided.</p>	<p>Specific economic concepts and standards were presented and explained in depth and detail.</p>
<p>#8: The teacher candidate integrates specific political concepts and standards into the lesson {Civics Standards 1-3; History Standard 1; Geography Standard 4; Economics Standards 1-3} {NCSS 1.5,1.10}</p>	<p>There was little reference to specific political concepts and standards.</p>	<p>Specific political concepts and standards were referenced but little explanation of these concepts and standards was provided.</p>	<p>Specific political concepts and standards were discussed and appropriate explanation of these concepts and standards was provided.</p>	<p>Specific political concepts and standards were presented and explained in depth and detail.</p>