

Student name: \_\_\_\_\_

Grade level/subject: \_\_\_\_\_

class period/section: \_\_\_\_\_

Assessment: \_\_\_\_\_

Unit/TEKS Cluster: \_\_\_\_\_

date(s): \_\_\_\_\_

## student performance rubric

		SE(s)	dependent/replicates learning ← → independent/applies learning			
Tools to Know	Initiates learning		Requires explanation or clarification to understand the task <input type="checkbox"/>	Requires a model or scaffold to start the task <input type="checkbox"/>	Initiates a strategy independently before asking for support <input type="checkbox"/>	Tries optional strategies independently <input type="checkbox"/>
Content	TEKS		Demonstrates a minimal understanding of the content/concepts <input type="checkbox"/>	Demonstrates a basic understanding of the content/concepts <input type="checkbox"/>	Demonstrates the ability to apply the content/concepts in familiar contexts <input type="checkbox"/>	Demonstrates the ability to think critically and apply the content/concepts in varied contexts <input type="checkbox"/>
Ways to Show	Demonstrates learning		Requires prompting to explain understanding content/concepts <input type="checkbox"/>	Identifies important details <input type="checkbox"/>	Communicates solution/process by connecting the important details <input type="checkbox"/>	Communicates solution/process in more than one way <input type="checkbox"/>

Notes:

☐ oral administration provided

# student performance rubric: Social Studies

## prompting questions

### Tools to Know

#### Before Analysis

Display **only** the image/stimulus from a given question:

- What do you see/know?
- What kinds of questions could be asked?

#### During Analysis

Reveal the question related to the provided image/stimulus:

- What is the context (applied content knowledge) of the image/stimulus (era, region, concept, etc)?
- What information do you know about that context?
- What word/image/detail tells you something about the author/artist?
- What type of analysis is required by the question (sequencing, cause and effect, main idea, drawing an inference, etc.)?
- How do you connect what you know to the question?

### Ways to Show

#### After Analysis

Refer to the completed question:

- Summarize how you arrived at the answer to the question using the appropriate academic vocabulary.
- Is the answer reasonable? Explain/justify your thinking.
- What mistakes do you want to avoid?
- What are other some other images/stimuli that could have been used with this question?

Given another question of similar content:

- How is this question similar/different from the previous question?
- How is the process for determining your answer similar or different from the previous question?