

Holistic Rubric for Philosophy of Teaching Social Studies (Assignment 1A)

Components	0 - 1	2	3	4
<p>Description of ways previous and ongoing experiences have shaped (and are shaping) your current philosophy of teaching Social Studies, especially the goals you've prioritized for your social studies teaching</p> <p>[Aim to include approximately 1-2 prior/current experiences and 2-3 major goals for your SS teaching. Use <i>Purposeful, Powerful Pedagogy in Elementary Social Studies</i> reading (wiki), the course textbook chapter on goals, and any other relevant readings to support your ideas.]</p>				
<p>Clear and accurate explanation of selected citizenship orientations (x2) – Note that this component, and the next one, are “worth” double the points of the other components. This is because these components are the major focus of the assignment.</p> <p>[Remember to draw the matrix and indicate where you are on it.]</p>				
<p>In-depth analysis and clear explanation of how your goals and selected citizenship orientations will shape what occurs in your classroom (x2)</p> <p>[Use Chapter 3 in the course text and the “Citizenship education as it is lived in the classroom” chart (handout) to help you.]</p>				
<p>Demonstration of connections with course readings</p> <p>[Use the readings to support your ideas. Don't just insert a quotation and leave it hanging there – you need to make a connection to the idea you want the quotation to support.]</p>				
<p>Careful attention to grammar, punctuation, spelling, referencing, etc.</p> <p>[Remember to cite work that is not your own, including paraphrased work and ideas (such as the four citizenship orientations in Chapter 3 of Case & Clark (2016). Check with someone if you aren't sure how to do this properly.]</p>				

Explanation of Scores:

- 4: **Accomplished and very thoughtful.** The assignment clearly attends to all of the main aspects of the component. Discussion explains the important points carefully and with lots of detail. Personal opinions are well explained and supported with convincing examples and believable reasons.
- 3: **Competent and thoughtful.** The assignment is generally clear about the main aspects of the component. The discussion explains most of the important matters in a careful manner. Personal observations are generally supported with relevant examples and believable reasons.
- 2: **Somewhat thoughtful, but flawed.** The assignment identifies some of the main ideas of the component but misses other important ones. The discussion explains some important points, but often states the obvious, does not extend beyond the readings, or overlooks basic points. Personal opinions are supported with a few reasons and examples that are not always convincing.
- 0-1: **Little or no thoughtfulness.** The assignment does not clearly identify any of the main ideas of the component, or component is missing, or inaccurate/incorrect. The discussion does very little to explain important points. Personal opinions are not supported with relevant examples and believable reasons.

Adapted from: “Holistic Rubric: Thoughtful Report”, in Case, R. (2013). Building student ownership of assessment in elementary classrooms. In R. Case & P. Clark (Eds.), *The Anthology of Social Studies: Issues and Strategies for Elementary Teachers* (pp. 318-330). Vancouver, BC: Pacific Educational Press.