## CAT Elementary Social Studies EH4 and EH5 Instruction Rubric

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Value: 1.00</th>
<th>Value: 2.00</th>
<th>Value: 3.00</th>
<th>Value: 4.00</th>
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### Instruction Engaging Students in Learning EH4:
How does the candidate actively engage students in using analytic reasoning to make their own interpretations of a topic in history or social science and explain their reasoning? (TPEs 1,5,11)
- The clips focus solely on building student knowledge of facts or understanding of concepts related to the standards/objectives and do not focus on promoting analytic reasoning skills or interpreting a topic in history or social science.
- Classroom management is problematic and student behavior interferes with learning.

- Strategies for intellectual engagement seen in the clips offer opportunities for students to use analytic reasoning to make their own interpretations of a topic in history or social science and to explain their reasoning.

- Strategies for intellectual engagement seen in the clips offer structured opportunities for students to actively use analytic reasoning to make their own interpretations about a topic in history or social science and to explain their reasoning.

- These strategies reflect attention to student characteristics, learning needs, and/or language needs.

- Strategies for intellectual engagement seen in the clips offer structured opportunities for students to actively use analytic reasoning to make their own interpretations about a topic in history or social science and to explain their reasoning.

- These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.

### Instruction Monitoring Student Learning During Instruction EH5:
How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2,5)
- The candidate primarily monitors student understanding by asking surface-level questions and evaluating student responses as correct or incorrect.
- Candidate responses are not likely to promote student thinking.
- Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.

- The candidate monitors student understanding by eliciting student responses that require students to use analytic reasoning to make their own interpretations of a topic in history or social science.
- Candidate responses represent reasonable attempts to improve student abilities to use analytic reasoning to explain thoughts or interpretations.

- The candidate monitors student understanding by eliciting student responses that require students to use analytic reasoning to make their own interpretations of a topic in history or social science.
- Candidate responses build on student input to guide improvement of students’ abilities to use analytic reasoning to explain thoughts or interpretations.

- All components of Level 3 plus:
  - The candidate elicits explanations of student reasoning or interpretations, and uses these explanations to further the understanding of all students.
| make their own interpretations of a topic in history or social science and to explain their reasoning. |
| make their own interpretations of a topic in history or social science and to explain their reasoning. |