

KS3 Assessment Rubric - History

Shared vocabulary	Knowledge	Cause and consequence	Change and continuity (S+D)	Significance	Interpretation	Source inquiry	Literacy / speaks and writes like a historian
Mastered	Original and independently researched evidence	Evaluates different perspectives about the causes / consequences of events depending on the context, social group or location. Embeds complex categories within written response –and explains. Prioritises.	Evaluates different perspectives about change and continuity depending on the context, social group or location. Embeds complex categories within written response.	Evaluates different perspectives about significance depending on the context, social group or location. Political, economic, social, militaristic, religious/cultural. Answer embeds complex categories within written response.	Evaluates different interpretations depending on the evidence chosen, context or political, social, religious/cultural, economic, militaristic /embeds complex categories within written response.	Interrogates the source independently and uses it effectively. Considers the differing perspectives of a source e.g. of it's time and how perspectives may change with time.	Answers are succinct and precise. Tier 3 language where choices ensure sustained historical understanding. Consistent/persuasive argument throughout. Articulate. Sophisticated language / Tier 2 throughout.
Skilled	Wide ranging and carefully chosen evidence	Analyses how short and long term causes /consequences interact to explain events in the past (catalyst/chain reaction). Links are made. Complex categories within written response identified. Prioritises.	Analyses a period of history to identify and explain change e.g. to what extent.	Analyses short, medium and long term significance / impact.	Analyses the merits and limitations of different interpretations.	Analyses the source chronologically using own knowledge. Considers the nature, origin and purpose of the source.	Tier 3 Historical vocabulary used to develop writing. Articulate. Vocabulary choices and expression are precise, succinct and consistent. Tier 2 language throughout.
Confident	Explains carefully selected and precise range of evidence. More than one example / use of evidence explained.	Explains how causes / consequences are linked and or prioritises as to importance. Categorises cause and consequence.	Identifies and explains turning points in history. Explains how rates of change can be different for different groups.	Compares reasons for and against judging something as important e.g. to what extent.	Explains clear reasons for different interpretations. Explains clearly the purpose of the interpretation.	Analyses the source using own knowledge. Begins to consider the nature, origin and purpose of the source. Evaluates the sources for reliability and accuracy.	Evidence of Tier 3 language. Sustained use of historical vocabulary. Tier 2 sophistication. Choices are considered. Precise and consistent.
Secure	Explains relevant and appropriately selected evidence which may be lacking in depth – one or more.	Explains causes / consequences of events in the past. Begins to explain why some causes are more important than others	Detailed explanation of how things changed and stayed the same. Sound understanding of chronology.	Explains in detail the significance of the individual or event.	Begins to explain reasons for different interpretations. Considers the purpose of academic, educational, fictional interpretations.	Explains the source using details from the source. Compares sources.	Sustained use of historical vocabulary.
Developing	Limited relevant factual knowledge	Describes some of the causes / consequences of events in the past	Able to describe some aspects in history that changed or stayed the same	Gives reasons / identifies why people and or events are important.	Describes different opinions about events or people in the past.	Describes detail in the source.	Includes key terms in writing.
Emerging	Identifies a little accurate and relevant knowledge	Gives basic unsupported facts about some causes / consequences of events in the past / identifies	Identifies aspects of history which changed or stayed the same.	Shows a basic, unsupported opinion about significance.	Understands that different people have different opinions about events or people in the past.	Identifies surface level details from the source.	Uses appropriate terminology with prompts.