|  | **4** | **3** | **2** | **1** | **Not Observed** |
| --- | --- | --- | --- | --- | --- |
| **Core Expectations (.1a and .1c)** |
| Accuracy of Content Synthesizing information sourcesExplaining Evidence   | * Integrated relevant and correct content and vocabulary with thorough explanations that demonstrate in-depth understanding
* Made significant, specific connections between multiple sources to explain or argue
* Used evidence to consistently develop, support and sharpen the claim, explanation, argument.
 | * Included correct content and vocabulary relevant to the task that demonstrate understanding
* Made a connection between multiple sources to explain or argue
* Explained evidence to develop and support the claim, explanation, argument.
 | * Included content and vocabulary relevant to the task; shows inconsistent understanding; content may contain minor errors
* Identified or listed information from multiple sources to support the claim, explanation, argument
 | * Included content or vocabulary, but understanding is limited; content is irrelevant or inaccurate
* Included information or quotes from one source to explain, argue or make a claim
 |  |
| **Task Specific Concepts and Skills** |
| Geographic Patterns and Trends (.1b) | Used varied geographic information to analyze and interpret significant patterns and trends | Explained geographic information to determine patterns and trends | Described pattern or trend using geographic information | Identified a pattern or trend in data  |  |
| Evaluating Sources(.1d) | Evaluated multiple sources for credibility, bias, and propaganda to strengthen the explanation or claim | Used details from sources to explain the credibility, bias, and propaganda to support the explanation or claim | Included details that help evaluate the credibility or bias, context of a source | Attempted to evaluate the credibility, bias, or context of a source |  |
| Explanation or Persuasion(.1d) | Responded to the prompt with a conclusive and knowledgeable explanation or statement beyond conventional conclusions | Responded to the task with a reasonable explanation or statement  | Responded to the task with a partially developed explanation or statement | Attempted to present a central explanation or statement |  |
| Differing Perspectives (.1e) | Provided and thoroughly explained details that compared historical, cultural, and/or political perspectives | Compared different historical, cultural, and/or political perspectives | Identified different perspectives | Identified a point of view or perspective |  |
| Determine causes or effects (.1f) | Explained how direct and indirect cause-and-effect relationships impacted people, places, and/or events | Explained direct cause-and-effect relationships and their impact on people, places and/or events | Explained multiple causes or effects of an event | Identified the cause(s) or effect(s) of an event |  |
| Connections across time (.1g) | Explained multiple changes and continuities over time using comparable cases or examples.Identified exceptions | Explained significant changes and continuities over time using specific examples | Described a change or continuity over a specific time period | Identified the change or continuity |  |
| Making decisions (.1h) | Connected relationships between incentives for and consequences (intended and unintended) of a specific choice | Explained the incentives for and consequences (intended and unintended) of a specific choice | Described incentives and consequences of a specific choice | Identified incentives or consequences for a specific choice |  |
| Citizenship (.1i) | Explained specific rights and responsibilities of citizens significant to a case or issueIdentified limitations on particular rights or tensions between different rights | Explained rights and responsibilities of citizens significant to a case or issue | Identified specific rights and/or responsibilities of individuals relevant to a concept or issue | Mentioned specific rights or responsibilities of citizens |  |
| Developing Research Questions (.1j) | Explained question’s importance to the field and its relationship to existing expert ideas and debates | Explained a connection between question and existing expert ideas | Identified a connection between question and existing information or ideas | Restated existing ideas or information |  |
| Selecting Sources(.1j) | Selected relevant sources that represent a variety of media and perspectives  | Selected relevant sources that represent a variety of media  | Selected relevant sources that represent two types of media | Selected relevant sources  |  |