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| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** | **Not Observed** |
| **Core Expectations (.1a and .1d)** |
| Accuracy of Content Information Sources  Questioning and Critical Thinking Skills  | * Used details to support content and vocabulary with detailed explanations
* Responded to the task with an explanation and details to support thinking
* Used information to demonstrate an understanding of historical context
 | * Used specific content and vocabulary to establish a consistent understanding of the topic
* Responded to the task with an explanation and some relevant details
* Used information to demonstrate some understanding of historical context
 | * Used content and vocabulary to establish some understanding of history based on people, places, or events
* Responded to the task with an explanation and limited details
* Used information in a mostly successful attempt to explain historic event(s)
 | * Used content and vocabulary to establish limited understanding of history.
* Attempted to respond to the task by restating the question.
* Used information in a mostly unsuccessful attempt to explain historic events
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| **Task Specific Concepts and Skills** |
| Geographic Patterns and Trends(.1b) | Used geographic tools to examine the influence of physical and cultural geography on history | Used basic features and skills to make connections to specific content | Used basic features on a map to make connections  | Used basic map skills |  |
| Organizing Information(.1c) | Used multiple information sources to sequence events, separate fact from fiction and classify people, places, and events | Used information sources to sequence events, separate fact from fiction, and/or classify people, places, and events | Used information sources to separate fact from fiction and sequence events | Identified information sources to separate fact from fiction |  |
| Differing Perspectives(.1e) | Identified multiple similarities and differences to explain the content | Used a similarity or difference to connect to the content | Identified a similarity or difference with two examples | Identified a similarity or difference in the roles of different groups of people |  |
|  | **4** | **3** | **2** | **1** | **Not Observed** |
| Causes or effects (.1f) | Identified multiple cause and effect relationships to explain content | Used cause and effect relationship to connect to the content | Described a direct cause and effect relationship | Identified a cause or effect |  |
| Connections across time (.1g) | Explained the content by using details to connect the past and present  | Made a direct connection between the past and present | Identified people, places, or events of either the past or the present | Attempted to identify people, places or events of the past or present |  |
| Making decisions (.1h) | Used details to explain the costs and benefits for a specific choice | Made a connection between the cost(s) and benefits for a specific choice to the content | Identified a cost and benefit of a specific choice | Attempted to identify a cost or benefit of a basic choice |  |
| Citizenship (.1i) | Explained the significance of sources relevant to the time period | Described sources relevant to the time period | Explained sources relevant to the time period | Attempted to use sources relevant to the time period  |  |
| Demonstrating Comprehension (.1j) | Asked appropriate questions to solve a problem  | Asked and used questions to explain the content using problem solving skills | Asked appropriate questions relevant to the content or ideas using problem solving skills | Attempted to ask appropriate questions related to the content |  |