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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 | |  | |
| **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 | |  | |