Proficiency Scale Standard 3.9

<table>
<tr><th colspan="4">Social Studies</th></tr>
<tr><td colspan="4">Measurement Topic: Historical Analysis and Interpretation</td></tr>
<tr><th colspan="3">Standard</th><th>Assessment Notes</th></tr>
<tr><td>Score 4.0</td><td colspan="2">In addition to score 3.0 of performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</td><td>*Make connections to historiographical schools of thought.

*Create an historiographical argument / thesis regarding the continuities and changes in the interpretation of an historical event over time.

*Provide a real or hypothetical new piece of information/evidence in which the student needs to explain how the interpretation would change.

*Analyzes secondary sources as primary sources in order to support historiographical claims and analysis.</td></tr>
<tr><td></td><td>Score 3.5</td><td>In addition to score 3.0 performance, partial success at scores 4.0 content.</td><td></td></tr>
<tr><td>Score 3.0</td><td colspan="2">The student will:
Evaluate major debates among historians concerning alternative interpretations of the past.</td><td>*Evaluate major debates among historians.
Compare at least 2 interpretations of a historical event, process, or issue.
Create an argument about which interpretation is more accurate, more contextual, or less problematic.
Discuss the strengths and weaknesses of interpretations of the past.
*Explain the differences and similarities between arguments recognizing historical accuracy, use of evidence, historical methodology, historical values, professional point-of-view.</td></tr>
<tr><td></td><td>Score 2.5</td><td>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.</td><td></td></tr>
</table>

<table>
<tr><td>Score 2.0</td><td colspan="2">The student will recognize or recall specific vocabulary, such as:
evaluate
debates
historian
alternative
Interpretation
historical fact
historical conditions
individual agency
top-down history
bottom-up history
narrative approach
analytical approach
The student will perform basic processes, such as:
Identify major historical debates.
Identify alternative interpretations of the past.</td><td>*Identify major historical debates and explain their significance.

*Identify historiographical values and methodologies and explain their significance.</td></tr>
<tr><td></td><td>Score 1.5</td><td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</td><td></td></tr>
<tr><td>Score 1.0</td><td colspan="2">With help, partial success at score 2.0 content and score 3.0 content.</td><td></td></tr>
<tr><td></td><td>Score 0.5</td><td>With help, partial success at score 2.0 content but not at score 3.0 content.</td><td></td></tr>
<tr><td>Score 0.0</td><td colspan="2">Even with help, no success.</td><td></td></tr>
</table>