Standard 1: Developing Questions and Planning Inquiries				
Learning Target: I can develop and refine compelling and supporting questions by identifying key disciplinary concepts, evaluating their significance, and determining the types of sources needed to guide an effective inquiry.				
Skill Components	Developing (1.0)	Approaching (2.0)	Mastering (3.0)	Innovating (4.0)
I can explain how compelling questions help organize inquiry.	Minimal or unclear explanation of compelling questions in inquiry.	Attempts to explain how compelling questions help inquiry but lacks depth or clarity.	Explains how compelling questions guide inquiry; provides relevant examples.	**Clearly** explains how compelling questions drive inquiry; **connects to multiple perspectives and real-world relevance.**
I can identify disciplinary concepts and ideas in compelling questions.	Struggles to identify relevant disciplinary concepts in compelling questions.	Identifies disciplinary concepts but may not fully connect them to questions.	Identifies appropriate disciplinary concepts but explanation may lack depth.	**Accurately** identifies disciplinary concepts within compelling questions and **explains their significance**.
I can identify the disciplinary concepts and ideas associated with supporting questions.	Little to no connection between supporting questions and disciplinary concepts.	Attempts to connect supporting questions to disciplinary concepts but lacks clarity.	Connects supporting questions to disciplinary concepts with some explanation.	**Effectively** connects supporting questions to disciplinary concepts and **explains their role in inquiry.**
I can explain how supporting questions contribute to an inquiry.	Minimal or unclear explanation of the role of supporting questions.	Provides a limited explanation of how supporting questions help inquiry.	Explains how supporting questions contribute to inquiry with relevant details.	**Thoroughly** explains how supporting questions **deepen understanding of a topic and refine inquiry.**
I can determine the kinds of sources needed to answer compelling and supporting questions.	Struggles to identify relevant sources or provide reasoning for choices.	Identifies sources but may struggle to explain why they are useful.	Identifies appropriate sources to address questions but explanation may lack depth.	Clearly identifies **diverse, credible sources** necessary to answer both types of questions; **explains selection rationale.**

Standard 2: Applying Discipline Specific Tools				
Learning Target: I can analyze contemporary and historical events, trends, and issues by examining their broader context, identifying causes and effects, recognizing patterns of continuity and change, evaluating the reliability and perspective of sources, and determining their historical significance.				
Skill Components	Developing (1.0)	Approaching (2.0)	Mastering (3.0)	Innovating (4.0)
I can evaluate how historical events relate to broader social, political, economic, or cultural contexts.	Minimal or no connection between events and broader contexts.	Attempts to connect events to broader contexts by identifying relevant information but lacks depth or clarity.	Explains historical events within a broader chronological and geographic context with depth.	**Clearly** connects events to broader historical, social, or cultural contexts with **insightful analysis**.
I can analyze multiple and complex causes and effects of events in the past.	Recognizes various causes and effects but struggles to explain relationships between them.	Identifies and explains key causes and effects using prioritization reasoning.	Analyzes multiple causes and effects of historical events, distinguishing between short- and long-term impacts.	**Synthesize patterns of causation** across history or analyze causes and effects with **other frameworks**
I can analyze patterns of continuity and change over time and their historical significance.	Struggles to identify or explain changes and continuities over time.	Recognizes some changes and continuities but lacks explanatory depth or relevance.	Identifies and explains key changes and continuities, and their interrelation, with relevant examples and reasoning.	**Clearly** identifies significant changes and continuities, **explaining their historical impact**.
I can critique the usefulness of sources based on historical context, bias, audience, and purpose.	Minimal or no attempt to assess source reliability or perspective. Identifies repetitive source information.	Attempts to evaluate sources by identifying relevant information but lacks explanation or analysis.	Assesses source reliability and perspective with relevant and deep analysis.	**Critically evaluates** sources for reliability, bias, and perspective, **supporting claims** with strong evidence**.**

I can analyze complex factors that influence perspectives on the significance of historical events.	Minimal or no attempt to evaluate the significance of historical events.	Attempts to assess historical significance but lacks depth, clarity, or relevance.	Identifies and explains historical significance with relevant examples and reasoning.	**Clearly** explains why events are historically significant, **considering** perspectives, impact, and long-term effects.

Standard 3: Evaluating Sources and Using Evidence				
Learning Target: I can gather and evaluate information from multiple sources, assess credibility and bias, analyze multiple perspectives, and use evidence effectively to develop and support my claims.				
Skill Components	Developing (1.0)	Approaching (2.0)	Mastering (3.0)	Innovating (4.0)
I can gather relevant information from multiple sources.	Gathers few or irrelevant sources without assessing credibility.	Collects some sources but may lack diversity or credibility evaluation.	Collects multiple relevant sources; considers credibility.	Collects a **wide range** of credible, diverse sources; **evaluates reliability effectively.**
I can evaluate the credibility of a source.	Does not assess credibility or uses unreliable sources.	Attempts to evaluate sources but lacks depth or accuracy.	Assesses sources for credibility with some depth.	**Thoroughly** evaluates sources for **bias, perspective, and reliability.**
I can identify evidence that draws from multiple perspectives.	Minimal or no attempt to include multiple perspectives.	Recognizes different perspectives but struggles to connect them to claims or significance.	Identifies multiple significant perspectives and includes evidence from them in support of a claim.	Analyze the ways in which the **perspective of those writing history** shaped the history that they produced
I can use evidence to develop claims.	Claims are unsupported or based on weak evidence.	Includes some evidence, but connections to claims are weak or unclear.	Uses relevant evidence to support claims, acknowledge counterclaims, and provides reasoning.	Develops **well-supported, complex** claims that signify the argument beyond the classroom.

I can identify evidence limitations and contradictions.	Does not address limitations, contradictions, or gaps in evidence.	Recognizes potential issues in sources but lacks analysis.	Identifies limitations or contradictions in sources and conducts further research as a result.	**Critically analyzes** sources for limitations, contradictions, or gaps in evidence and acts on that analysis.

Standard 4: Argumentation				
Learning Target: I can construct and communicate arguments and explanations using clear reasoning and evidence, critique the arguments of others, and take informed action to address real-world issues.				
Skill Components	Developing (1.0)	Approaching (2.0)	Mastering (3.0)	Innovating (4.0)
I can construct arguments using evidence.	Argument is unclear, lacks evidence, or is not developed.	Attempts to construct an argument but lacks strong evidence or clarity.	Constructs a well-organized argument with strong, relevant evidence and clear reasoning.	Develops **well-supported, complex** claims that signify the argument beyond the classroom.
I can construct explanations using reasoning and evidence.	Explanation is unclear or lacks reasoning and/or evidence.	Explanations include some reasoning and evidence but lack significance and/or connection.	Provides explanations with relevant evidence, sound reasoning, and examples.	**Recognizes the strength or weakness** of the explanation given **its purpose/skill.**
I can present arguments and explanations in various formats.	Struggles to communicate arguments effectively.	Attempts to present arguments, but communication lacks clarity or effectiveness.	Presents arguments and explanations clearly in appropriate formats.	Communicates ideas **effectively in multiple formats** (e.g., writing, presentations, media) tailored to the audience.
I can critique the arguments of others.	Struggles to critique arguments or provides minimal feedback.	Identifies strengths and weaknesses but lacks depth in analysis.	Evaluates arguments with relevant points, though depth of critique may vary.	Analyzes and critiques arguments **with depth**, **considering multiple perspectives** and **logical** reasoning.

I can take informed action based on evidence.	Does not propose informed action or provides little justification.	Identifies possible actions but lacks strong evidence or reasoning.	Suggests informed action based on evidence, but rationale may need development.	Proposes and takes **meaningful action** using **strong** evidence and **clear reasoning.**