

Proficiency Descriptor		Content: Developing Questions & Planning Inquiries Grade Level: 9 (Geographic & Cultural Studies)	
4.0		<b>Extension:</b> In-Depth references & application; goes beyond what the standard requires	<b>The student will:</b> <ul style="list-style-type: none"> <li>Evaluate and provide feedback on a peer's annotated bibliography.</li> <li>Show complex, above grade level, thinking through the research process.</li> </ul>
	3.5	In addition to score 3.0 performance, the student has partial success at 4.0	
3.0		<b>Mastery:</b> Target standards (know and do) - level of learning required for all students	<b>Priority Standard:</b> D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.  <b>The student will:</b> <ul style="list-style-type: none"> <li>Explain how supporting questions contribute to an inquiry and how new supporting questions emerge as the inquiry progresses.</li> <li>Develop annotated bibliographies for research projects that support compelling questions and research questions.</li> <li>Analyze research for gaps to drive follow-up research and questioning.</li> <li>Analyze research taking into consideration multiple points of view, types of sources, etc.</li> </ul>
	2.5	In addition to score 2.0 performance, the student has partial success at 3.0	
2.0		<b>Foundational content:</b> Basic knowledge or skills necessary for mastering target content.	<b>The student will:</b> <ul style="list-style-type: none"> <li>Understand the main idea of a primary and secondary source.</li> <li>Question primary and secondary sources in order to analyze them and drive further research,</li> <li>Use HIPP to analyze (source) primary source research.</li> <li>Explain how a question reflects an enduring issue in the field.</li> <li>Develop overarching research and compelling questions.</li> <li>Use discipline specific skills and concepts as part of the research process.</li> </ul> <b>Vocabulary:</b>

			<ul style="list-style-type: none"> <li>● Content specific vocabulary</li> <li>● Primary Source</li> <li>● Secondary Source</li> <li>● Sourcing (HIPP)</li> <li>● Research Question</li> <li>● Point-of-view/Perspective</li> <li>● Thesis/Argument</li> <li>● Annotated Bibliography</li> <li>● Boolean Operators</li> <li>● Database</li> <li>● Paraphrase</li> <li>● Qualitative</li> <li>● Quantitative</li> </ul>
	1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.	
1.0		With help, partial success at score 2.0 content & 3.0 content.	
	0.5	With help, partial success at score 2.0 content but not at score 3.0.	
0.0		Even with help, the student demonstrates no understanding or skill.	