

SS.HS.RE.ALT.04: I can use evidence from my research to effectively address the research topic. SS.HS.RE.AST.4.1a: I can present evidence that is relevant to the research focus. SS.HS.RE.AST.4.2a: I can synthesize and present the most significant information from various sources.			
4 -Highly Proficient	3 - Proficient	2 - Nearly Proficient	1 - Developing
<ul style="list-style-type: none"> The research topic is effectively addressed with evidence. This may mean: I can present evidence that clarifies and provides a deeper understanding of my research focus. I can synthesize specific information from my research and use it to support my main ideas. 	<ul style="list-style-type: none"> There is a clear focus on the research topic and relevant evidence is provided. This may mean: I can present evidence that is relevant to the research focus. I can synthesize and present the most significant information from various sources. 	<ul style="list-style-type: none"> The evidence is limited and/or the research lacks focus. This may mean: Some of the evidence from my research may not be clearly relevant to my research focus. I struggle to make connections between evidence from my sources and my own ideas 	<ul style="list-style-type: none"> There is little or no evidence to address the topic. This may mean: Evidence from my research, if included, does not relate to my research focus I do not use evidence to relate to or support my ideas.

SS.HS.CO.ALT.01: I can organize ideas in a logically sequenced manner and in a way that is appropriate to the content area. SS.HS.CO.AST.1.1: I can organize ideas around a thesis or central topic. SS.HS.CO.AST.1.2: I can use transitions effectively. SS.HS.CO.AST.1.3: I can develop the topic thoroughly. SS.HS.CO.AST.1.4: I can write a conclusion that appropriately follows the form and purpose of the piece of writing.			
4 - Highly Proficient	3 - Proficient	2 - Nearly Proficient	1 - Developing
<ul style="list-style-type: none"> Ideas are consistently organized and sequenced in a manner appropriate to the content area. This may mean: I articulate my thesis or central topic clearly, and my ideas are organized effectively to support it. I use transitions effectively to create a clear flow of ideas. I show the development of my topic by clearly supporting it throughout my product. I form a conclusion that fits with the form of the product and effectively brings my ideas to a close 	<ul style="list-style-type: none"> Ideas are mostly organized and sequenced in a manner appropriate to the content area. This may mean: I can organize ideas around a thesis or central topic. I can use transitions effectively. I can develop the topic thoroughly. I can form a conclusion that appropriately follows the form and purpose of the product. 	<ul style="list-style-type: none"> Ideas need to show more organization or clearer sequencing in order for the content to be clear. This may mean: I struggle to articulate a thesis or central topic clearly. I may not effectively use transitions to move from one idea to another. I do not always stick to the main idea of the product in order to develop it clearly. My conclusion may not follow the form or purpose of my product, or may not effectively bring my ideas to a close. 	<ul style="list-style-type: none"> Ideas show little organization or sequencing, making the content difficult to understand. This may mean: I do not have a clear thesis or central topic. I don't use transitions to move through my ideas. If there is a main idea in my product, I do not develop it. I don't bring my ideas to a close with a conclusion.
Social Studies, HS SS.HS.CR.ALT.04: I can evaluate information and explanations within a given context and develop a relevant conclusion. SS.HS.CR.AST.4.1: I can recognize strengths and weaknesses of ideas. SS.HS.CR.AST.4.2: I can explain the purpose, credibility, accuracy, relevance, value and/or limitations of information and explanations. SS.HS.CR.AST.4.3: I can synthesize judgments and opinions into an appropriate conclusion.			

4 - Highly Proficient	3 - Proficient	2 - Nearly Proficient	1 - Developing
<ul style="list-style-type: none"> Thoughtful, relevant conclusions are developed by evaluating and synthesizing information and explanations. This may mean: I clearly analyze and explain the strengths and weaknesses of ideas. I clearly and descriptively evaluate the purpose, credibility, accuracy, relevance, value and/or limitations of information and explanations. I offer a compelling synthesis of judgments and opinions into a well-reasoned and appropriate conclusion. 	<ul style="list-style-type: none"> Evaluating information and explanations develops relevant conclusions. This may mean: I recognize strengths and weaknesses of ideas. I explain the purpose, credibility, accuracy, relevance, value and/or limitations of information and explanations. I synthesize judgments and opinions into an appropriate conclusion. 	<ul style="list-style-type: none"> There is an attempt to develop conclusions based on information and explanations. This may mean: I identify the strengths or weaknesses of ideas in a limited manner. I describe some aspects of the information, but my description may be unclear, inaccurate or incomplete. I attempt to synthesize information into a conclusion, but may lack depth or explanation. 	<ul style="list-style-type: none"> There is little or no attempt to develop conclusions based on information and explanations. This may mean: I do not clearly or adequately identify the strengths and weaknesses of the ideas presented. I do not address all aspects of the information or do so incorrectly. I do not synthesize information into a conclusion, or reach an incorrect conclusion.

Social Studies, HS - SS.HS.RE.ALT.02: I can access relevant information from multiple and varied sources. SS.HS.RE.AST.2.1: I can acquire information from primary and secondary sources. SS.HS.RE.AST.2.2: I can select relevant and credible sources. SS.HS.RE.AST.2.3: I can extract and organize information that is relevant to the research topic.			
4 - Highly Proficient	3 - Proficient	2 - Nearly Proficient	1 - Developing
<ul style="list-style-type: none"> The research demonstrates sophisticated use of a wide variety of sources. This may mean: I find and use relevant information on my own using at least five sources. I use various and different types of sources. I use both primary and secondary sources. Citation is present but may not always be accurate. Bias and perspective are clearly evaluated. 	<ul style="list-style-type: none"> The research demonstrates the use of relevant sources. This may mean: I find and use relevant information on my own using at least three credible sources. I use a minimum of one type of source (newspaper, book, etc.). I use some citation in my finished product. Different perspectives are included, but may not be evaluated. 	<ul style="list-style-type: none"> The number of sources and evidence is limited and/or the research lacks focus. This may mean: I need to show more clearly that I can find and use information on my own. I use only the materials I am given in class. I show minimal evidence of using my sources through citations. Different perspectives or biases that are present in my research are not explained clearly. 	<ul style="list-style-type: none"> There is little or no evidence of the use of appropriate sources. This may mean: I am unable to use any sources, or I plagiarize. I have trouble using even the materials I get in class. I don't show any citations. I don't show that I know what credible sources are, or what perspective and bias are.

Social Studies, HS SS.HS.CR.ALT.05: I can justify and support arguments or interpretation with appropriate evidence. SS.HS.CR.AST.5.1: I can use evidence that is appropriate to the opinion or conclusion. SS.HS.CR.AST.5.2: I can support a conclusion by explaining and refuting alternate positions.			
4 - Highly Proficient	3 - Proficient	2 - Nearly Proficient	1 - Developing
<ul style="list-style-type: none"> Arguments or interpretations are justified and supported with appropriate evidence. Possible counterclaims or limitations are addressed. This may mean: My use of evidence is appropriate to the opinion/conclusion and uses a range of 	<ul style="list-style-type: none"> Arguments or interpretations are justified and supported with appropriate evidence. This may mean: I use evidence that is appropriate to the opinion or conclusion. I support an opinion or conclusion by explaining and 	<ul style="list-style-type: none"> There is an attempt to justify and support an argument or interpretations, but it is limited or irrelevant. This may mean: I use some evidence to support the opinion or conclusion; my evidence may not always be appropriate. 	<ul style="list-style-type: none"> There is little or no attempt to justify and support an argument or interpretation. This may mean: The evidence I use to support my opinion or conclusion is inaccurate, irrelevant or incomplete. I don't acknowledge counterarguments when making my

<div><div>examples/support.</div><div><ul style="list-style-type: none">I support a conclusion by thoughtfully explaining and refuting alternate positions, using counterclaims to strengthen my own idea.</div></div>	<div>refuting alternate positions.</div>	<div><div><ul style="list-style-type: none">I support an opinion or conclusion by either explaining or refuting alternate positions.</div></div>	<div>own argument or conclusion.</div>
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