

## Proficiency Scale

Content: Developing and Planning Inquiry

Grade Level: 9 (Integrated Social Studies)

Priority Standards: D1.1.9-12 | D1.2.9-12 | D1.3.9-12 | D1.4.9-12 | D1.5.9-12

| Score | Level                                                                                           | Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.0   | Extension                                                                                       | <p><b><i>In-depth application; goes beyond what the standard requires</i></b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Evaluate a peer's inquiry plan, including their compelling and supporting questions, expert perspectives consulted, and source selection.</li> <li>Offer specific, evidence-based feedback for improvement.</li> <li>Construct an original inquiry plan that reflects a more complex or nuanced enduring issue than those provided, and justify every decision made in the planning process.</li> </ul>                                                                                                                                                                                                                                                         |
| 3.5   | In addition to score 3.0 performance, the student has partial success at 4.0.                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3.0   | Mastery                                                                                         | <p><b>Target standard — level of learning required for all students</b></p> <p><b>Priority Standards:</b> D1.1.9-12   D1.2.9-12   D1.3.9-12   D1.4.9-12   D1.5.9-12</p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Construct a compelling question connected to an enduring issue and explain why it remains unresolved or contested.</li> <li>Build a set of supporting questions that collectively advance the inquiry and identify at least one new question that emerged through source work.</li> <li>Explain points of agreement and disagreement among expert perspectives connected to both the compelling and supporting questions.</li> <li>Select sources appropriate to the inquiry, justifying choices based on origin, authority, point of view, and potential use.</li> </ul> |
| 2.5   | In addition to score 2.0 performance, the student has partial success at 3.0.                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2.0   | Foundational                                                                                    | <p><b>Basic knowledge and skills necessary for mastering target content</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Define compelling question, supporting question, and enduring issue and distinguish between them.</li> <li>Recognize that experts may disagree about disciplinary concepts and that this is normal.</li> <li>Explain why inquiry requires multiple sources representing multiple perspectives.</li> <li>Identify relevant sources and explain their basic purpose in an inquiry.</li> </ul> <p><b>Vocabulary:</b> Compelling question, Supporting question, Enduring issue, Inquiry, Disciplinary concept, Expert perspective, Interpretation, Source, Point of view, Corroboration, Iterative process</p>                                                        |
| 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 and 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.                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |