

Proficiency Descriptor			Content: Expert Perspectives on Compelling Questions Grade Level: 9 (Integrated Social Studies)
4.0		Extension: In-Depth references & application; goes beyond what the standard requires	The student will: - Analyze how expert disagreement over a disciplinary concept has shifted over time or across disciplines. - Construct an original argument that takes a position on a contested interpretation, using evidence from multiple expert perspectives to support the claim and address counterarguments.
	3.5	In addition to score 3.0 performance, the student has partial success at 4.0	
3.0		Mastery: Target standards (know and do) - level of learning required for all students	Priority Standard: D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. The student will: - Identify at least two expert perspectives on a disciplinary concept connected to a compelling question. - Explain what those experts agree on and where their interpretations diverge. - Describe how that agreement or disagreement shapes the way the compelling question can be investigated or answered.
	2.5	In addition to score 2.0 performance, the student has partial success at 3.0	
2.0		Foundational content: Basic knowledge or skills necessary for mastering target content.	The student will: - Define disciplinary concepts and explain why experts may interpret them differently. - Identify a compelling question and name the disciplinary concepts associated with it. - Recognize that expert disagreement is a normal part of inquiry, not a flaw. - Distinguish between a fact and an interpretation. Vocabulary: - Disciplinary concept - Interpretation - Application - expert perspective - point of view - consensus - compelling question

			• contestation
	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.	