

Proficiency Descriptor			Content: History (Causation) Grade Level: 9-10
4.0		<b>Extension:</b> In-Depth references & application; goes beyond what the standard requires	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Synthesize patterns of causation across history.</li> <li>• Evaluate how professional historians use frameworks for analysis to make arguments and interpretations about historical causation.</li> <li>• Develop an “above grade-level” argument that uses multiple causation.</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	<p><b>Priority Standard:</b> D2. His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Analyze the interplay between historical actors and historical conditions.</li> <li>• Distinguish between long-term causes and triggering events in the past. (D2. His.15.9-12)</li> <li>• Analyze historical causes and effects using a <i>framework for analysis</i>: <ul style="list-style-type: none"> <li>- Short term / Long term</li> <li>- Role of the Individual / Historical Conditions / Chance</li> <li>- Intended vs. unintended consequences</li> <li>- Historical Themes</li> </ul> </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.	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Recognize that history is not monocausal.</li> <li>• Recognize that causes vary in their influence.</li> <li>• Recognize that historical events and developments were not inevitable.</li> <li>• Identify important causes and/or effects and explain their historical significance.</li> <li>• Categorize or prioritize causes and/or effects</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Triggering Event / Catalyst / Spark</li> <li>• Framework for analysis</li> <li>• Short-Term Cause/Effect</li> <li>• Long-Term Cause/Effect</li> </ul>

			<ul style="list-style-type: none"> <li>• Role of the Individual/Individual Agency</li> <li>• Historical Conditions</li> <li>• Unintended Consequence</li> <li>• Historical Significance</li> <li>• Content specific vocabulary</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.	

Standard 15 is a specific part of the larger skill of causation. In practice, this would be discussed in any lesson on the causes of historical developments. As such, I included standard 15 as part of the Score 3.0 process of standard 14.