

Proficiency Descriptor			Content: History (Historical Inquiry) Grade Level: 9-10
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>• Critique the appropriateness of the historical sources used in a secondary interpretation. (<i>D2.His.13.9-12</i>)</li> <li>• Conduct Score 3.0 processes with “above grade level” sources or at an advanced level.</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> D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, data, place of origin, intended audience, and purpose. <b>The student will:</b> <ul style="list-style-type: none"> <li>• Compare usefulness of individual primary and secondary sources using literal meaning as well as the circumstances of the source’s creation.</li> <li>• Create an annotated bibliography for a research project.</li> <li>• Refine research questions and lines of inquiry based on research.</li> <li>• Pursue further research and inquiry based on questions generated during the research process.</li> <li>• Use HIPP to make inferences about a source in order to determine its value to a historical inquiry.</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>• Identify and classify types of sources and discuss their strengths and limitations.</li> <li>• Develop a guiding research question(s).</li> <li>• Explain which part of HIPP is best for critiquing the usefulness of a source.</li> <li>• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. (<i>D2.His.12.9-12.</i>)</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Content specific vocabulary</li> <li>• Primary Source</li> <li>• Secondary Source</li> </ul>

			<ul style="list-style-type: none"> <li>• Sourcing</li> <li>• Historical Context</li> <li>• Intended Audience</li> <li>• Point of View</li> <li>• Purpose</li> <li>• Annotated Bibliography</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.	