

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

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