



## INVESTIGATE THE WORLD

*What is the evidence that students can situate and analyze social questions beyond their immediate environment and time?*

	Emerging	Developing	Proficient	Advanced
<b>HIST3-5.INV1.QUSTN</b>	Recognizes the need to ask questions related to a specific global community.	Identifies a question that may be difficult to research or to connect to a specific global community.	Identifies a question regarding a single issue related to a specific global community.	Poses a researchable question regarding a single issue related to a specific global community.
<b>HIST3-5.INV2. EVDNC</b>	Begins to respond to the question when provided a single source for reference.	Responds to the question by selecting a single source from general references.	Responds to the question by selecting both primary and secondary sources to use as evidence.	Responds to the question by selecting primary and secondary sources to use as evidence from beyond their immediate environment or time.
<b>HIST3-5.INV3.MEDIA</b>	Begins to respond to the question when provided a single source of evidence from one type of media.	Begins to respond to the question by selecting a single source of evidence from one type of media.	Responds to the question by selecting and critically evaluating sources of one-dimensional evidence from one type of media.	Responds to the question by selecting and critically evaluating sources of multi-dimensional evidence from multiple types of media.
<b>HIST3-5.INV4.CTATN</b>	Not yet citing sources.	Cites sources inconsistently, using a mix of different formats.	Cites most sources consistently, using a mix of different formats.	Cites most sources consistently, using a single and accepted format.

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<b>HIST3-5.INV5.RFRNC</b>	Misrepresents sources based on inaccurate understanding of their places, times, and/or ideas.	Makes occasional references to the places, times, and ideas of some sources, but demonstrates an inaccurate understanding of some of the sources.	Makes accurate reference to the places, times, and ideas of some of the sources used in response to the question.	Makes accurate reference to the places, times, and ideas of the sources used in response to the question.
<b>HIST3-5.INV6.CRDBL</b>	Relies on assertions about the source in response to the questions without consideration of credibility, bias, or subtext.	Begins to consider the credibility, bias, and subtext of sources used in response to the question.	Demonstrates awareness of credibility, bias, and subtext of sources used in response to the question.	Demonstrates ability to analyze the credibility, bias, and subtext of sources used in response to the question.

## RECOGNIZE PERSPECTIVES

*What is the evidence that students use sources from historical and contemporary contexts to consider their own and other's perspectives?*

	Emerging	Developing	Proficient	Advanced
HIST3-5.PERS1.PRKNL	Understands the need to use background knowledge in an opinion, but shows limited evidence of its use in the response.	Uses prior background knowledge as part of an opinion, but is not clear or focused in its use.	Uses prior knowledge in a general way to support an opinion.	Applies prior knowledge to support an argument.
HIST3-5.PERS2.IDEAS	Understands the need to use new ideas or information from historical and contemporary sources in an opinion, but shows limited evidence of its use in the response.	Identifies a new idea or information from historical and contemporary sources as part of an opinion, but is not clear or focused in its use.	Uses new ideas or information from historical and contemporary sources in a general way to support an opinion.	Applies new ideas or information from historical and contemporary sources to support an argument.
HIST3-5.PERS3.ALTRN	Understands the need to use alternative explanations arising from cultural perspectives found in the sources in an opinion, but shows limited evidence of its use in the response.	Identifies an alternative explanation arising from cultural perspectives found in the sources as part of an opinion, but is not clear or focused in its use.	Uses alternative explanations arising from cultural perspectives found in the sources in a general way to support an opinion.	Applies alternative explanations arising from cultural perspectives found in the sources to support an argument.
HIST3-5.PERS4.PERSP	Understands the need to evaluate multiple perspectives, but shows limited evidence of their use.	Identifies a single example of multiple perspectives, but needs to be clearer and more focused in their use.	Identifies a single example of multiple perspectives and uses this to support an opinion.	Compares relationships between and among multiple perspectives and begins to use the comparisons to support an argument.

## COMMUNICATE IDEAS

*How clearly and accurately does the student communicate and defend his/her mathematical thinking, approaches, representations, solution, and decisions?*

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<b>HIST3-5.COMM1.ARGUE</b>	Begins to support an opinion that is unclear or does not directly relate to the question or a specific global community.	Begins to support an opinion, but does not address all issues central to the question or the specific community.	Supports an opinion that addresses some of the issues central to the question or the specific community.	Advances a clear argument that addresses most of the issues central to the question or the specific community.
<b>HIST3-5.COMM2.DFNSE</b>	Begins to support the opinion with general assertions about the issues.	Begins to support the opinion with general information or quotations from the sources.	Supports the opinion with partially-documented general information or quotations from the sources.	Defends some claims of the argument by citing specific and documented data, quotations, or other information from the sources.
<b>HIST3-5.COMM3.DFNSE</b>	Defends the opinion with assertions about the specific global community.	Beings to defend the opinion using broad generalizations about perspectives within the sources and media types.	Defends the opinion with partially documented general information from a single media type and perspective.	Defends some claims of the argument by identifying specific sources from several perspectives and media types.
<b>HIST3-5.COMM4.CLAIM</b>	Begins to consider opinion claims by identifying options for a specific global community, but needs significant assistance in doing so.	Considers only those opinion claims that identify options for a specific global community.	Considers some opinion claims by identifying a single option for a specific global community.	Considers some argument claims that identify options for a specific global community by comparing options for other related communities.
<b>HIST3-5.COMM5.DRAFT</b>	Begins to construct a final version, but may not have drafts or feedback from others.	Constructs a final version with drafts, but no feedback from others.	Creates a final version with at least one draft and limited feedback from the teacher.	Creates a final version with limited drafts using some feedback from the teacher and peers, as well as an annotated bibliography of sources that reflects an appropriate comprehension of the significance of each source.

## TAKE ACTION

*How well does the student advocate for, engage in, and reflect on plausible and responsible actions that are supported by his/her mathematics?*

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<b>HIST3-5.ACT1.ACTN</b>	Mentions a single choice for action, but not connected to, or unclear on how it addresses a general global condition.	Mentions a single choice for action, but may not address a general global condition.	Proposes a single choice for action addressed to general global conditions.	Proposes and briefly compares choices for responsible actions addressed to general global conditions.
<b>HIST3-5.ACT2.LIMIT</b>	Begins to recognize unanswered questions primarily as a result of gaps in research or argumentation.	Recognizes unanswered questions primarily as a result of gaps in research or argumentation.	Recognizes limitations or unanswered questions stemming from some sources.	Identifies limitations or unanswered questions stemming from some sources.
<b>HIST3-5.ACT3.IMPLC</b>	Understands the importance of responsible action, but there is little or no evidence of that understanding in student's work or opinion.	Mentions importance of responsible action, but without specific reference to a stated opinion.	Considers implications of responsible action with some reference to a stated opinion.	Considers some local and global implications of responsible action with some reference to the stated argument.
<b>HIST3-5.ACT4.ACTN</b>	Acts or speaks individually without clear connection to the contexts of the opinion.	Acts or speaks individually on one choice in a way that is not always responsive to the contexts of the opinion.	Acts or speaks individually on one choice in a way that is responsive to the opinion.	Acts or speaks individually or collaboratively on one choice in a way that is responsive to the contexts of the argument.