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| SCORING DOMAIN | EMERGING | E/D | DEVELOPING | D/P | PROFICIENT | P/A | ADVANCED |
| INQUIRY what is the evidence that a student can ask a historical/social question about  | * Question’s relevance or importance is unclear
* Question is too broad or narrow in scope to allow for adequate investigation
 |  | * Question is relevant to chosen topic
* Question is specific and targeted enough to guide initial investigation
 |  | * Question is important in relation to chosen topic
* Question can be investigated given available resources
 |  | * Question is important in relation to chosen topic
* Question is specific and challenging and can be investigated given available resources
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| ARGUMENT what is the evidence a student can develop a historical/social argument | * Argument is unclear or underdeveloped
* Presents unclear or irrelevant claims
* One claim dominates the argument and alternative or counterclaims are absent
 |  | * Argument is relevant to prompt or research question
* Presents general claims
* Briefly alludes to questions or counterclaims related to argument
 |  | * Argument answers prompt or research question
* Presents relevant specific claims that support argument
* Acknowledges questions or counterclaims relevant to the argument
 |  | * Argument is complex or innovative and clearly answers the prompt or research question
* Presents relevant specific and significant claims that support the argument
* Discusses questions or counterclaims relevant to the argument
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| EVIDENCE what is the evidence a student can support the argument  | * Evidence is over-reliant on one source
* Evidence is irrelevant or absent
* No sources or sources of questionable quality/credibility
 |  | * Refers to evidence from few sources
* Evidence, including information and quotations , supports the argument weakly.
* One or two sources that share perspective are consulted
 |  | * Evidence from primary and secondary sources is used in major parts of the argument.
* Relevant evidence is presented that supports the argument
* Multiple sources that vary in perspective or format are consulted
 |  | * Evidence from significant primary and secondary sources is used throughout the argument
* Relevant evidence is clearly presented and supports the argument.
* A variety of sources both in perspective and format
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