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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 |
| 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 |
| 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 |