

US HISTORY 2

Concept Understanding: Demonstration of understanding of historical concepts and processes.	
0	No evidence of student learning.
1	The student can identify historical concepts and processes.
2	The student can define and describe historical concepts and processes.
3	The student can explain and analyze historical concepts and processes.
4	The student can apply and evaluate historical concepts and processes.

Chronological Reasoning: Analysis of causes, effects, and periodization in history.	
0	No evidence of student learning.
1	The student can identify causes and/or effects of events or processes.
2	The student can describe the relationship between causes and effects of events or processes.
3	The student can evaluate the historical significance of causes, effects, or events.
4	The student can identify, describe, and explain how specific examples of evidence support a historical claim.

Contextualization: Analysis of the context of historical events, documents, or developments.	
0	No evidence of student learning.
1	The student can identify and describe a historical context for a specific historical event, document, or development.
2	The student can describe how contemporary circumstances of a historical event, document, or development affected or influenced it.
3	The student can explain how a specific historical event, document, or development is situated within a broader historical context.
4	The student can identify patterns among or connections between historical developments and processes.

Comparison: Analysis of similarities and differences between time periods, locations, events, etc.	
0	No evidence of student learning.
1	The student can identify similarities and/or differences between different historical developments or processes.
2	The student can describe/explain similarities and/or differences between different historical developments or processes.
3	The student can explain the relative historical significance of similarities and/or differences between different historical developments or processes.
4	The student can use historical reasoning to explain relationships among pieces of historical evidence.

Source Analysis: Interpretation and analysis of primary and secondary sources.	
0	No evidence of student learning.
1	The student can summarize the message or meaning of a source.
2	The student can identify the point of view, purpose, and/or audience of a source.
3	The student can explain/analyze the point of view, purpose, and/or audience of a source.
4	The student can evaluate the reliability and/or usefulness of a source.

Communication: Demonstrate effective communication through speaking, writing, listening, and discussing.	
0	No evidence of student learning.
1	The student attempts with limited success to communicate ideas with appropriate use of academic vocabulary.
2	The student can communicate ideas with some appropriate use of academic vocabulary.
3	The student demonstrates the ability to communicate ideas with appropriate use of academic vocabulary.
4	The student consistently demonstrates the ability to communicate ideas with appropriate use of academic vocabulary.