

WAYS OF KNOWING: HISTORICAL INQUIRY

Students demonstrate an understanding of the uses of documents and artifacts as a method and means of relating events, ideas, and achievements to the context of their times, examining the significance of continuity and change, and assessing the roles of individuals, institutions, and social processes on the human experience.

Criteria	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Demonstrates understanding of the uses of historical documents and artifacts as a method and means of viewing the human experience.	Supports a well-defined argument about the past through accurate and effective analysis of relevant primary sources and/or secondary sources.	Supports an argument about the past through analysis of some primary sources and/or secondary sources; some of the analysis might be slightly inaccurate or somewhat cursory.	Little or no analysis of primary and/or secondary sources, or analysis is substantially incorrect and/or does not support an argument about the past.
Examines the significance of continuity and change	Fully and accurately identifies and explains the process and impact of continuity or change (i.e., perseverance or adaptation by persons, traditions, or customs).	Presents basic evidence to indicate the process and impact of continuity or change (i.e., perseverance or adaptation by persons, traditions, or customs), but assessment of the process and/or impact of continuity or change may be flawed or cursory.	Little or no evidence presented to show the process and impact of continuity or change (i.e., perseverance or adaptation by persons, traditions, or customs), or the evidence presented is substantially incorrect.
Relates events, ideas, and achievements to the context of their own times	Systematically identifies and explains the most significant relevant contextual factors (e.g. political/social situation, attitudes, events) that place events, ideas and achievements into the context of their own time.	Identifies some contextual factors (e.g. political/social situation, attitudes, events) that place events, ideas and achievements into the context of their own time, but may not fully identify those that are most relevant and/or the examination of contextual factors is flawed or somewhat cursory.	Does not identify relevant contextual factors (e.g. political/social situation, attitudes, events) that place events, ideas and achievements into the context of their own time and/or misidentifies contextual factors or makes substantial factual errors in the examination of these factors.
Assesses the roles of individuals, institutions, and social processes	Accurately identifies and assesses the roles of individuals, institutions, and social processes (as relevant) that were key factors in historical events or eras.	Identifies some of the relevant individuals, institutions, and social processes (as relevant) in historical events or eras but may omit or misidentify some of those who played key roles or analysis of their impact may be flawed or cursory.	Misidentifies or omits most of the relevant individuals, institutions, and social processes (as relevant) that were key factors in historical events or eras, and/or the explanation of their impact is substantially incorrect or missing.

