

Curricular Competency	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Sophisticated)
Use Social Studies inquiry processes and skills to ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions (Social Studies Inquiry Process)	Student can write questions, gather information, and share what they have learned.	Student can use inquiry processes and skills to choose questions, gather and organize ideas; and recite findings and decisions	Student can use inquiry processes and skills to create questions, gather and interpret ideas; and discuss findings and decisions	Student can use inquiry processes and skills to develop questions, gather and analyze ideas; and communicate findings and decisions	Student can use inquiry processes and skills to build persuasive questions, gather and validate ideas; and debate findings and decisions
Assess the significance of people, places, events, or developments at particular times and places (Significance)	Student can name or recognize people, places, events, or developments in different times and places	Student can list important people, places, events, or developments at particular times and places	Student can describe important people, places, events, or developments at particular times and places using evidence	Student can categorize or order important people, places, events, or developments at particular times and places using evidence to explain why they are important	Student can assess important people, places, events, or developments at particular times and places using criteria based on evidence.
Identify what the creators of accounts, narratives, maps, or texts have determined is significant (Significance)	Students can recall information from accounts, narratives, maps, or texts	Students can find or quote significant information from accounts, narratives, maps, or texts (using Primary and Secondary sources)	Students can discuss or rephrase significant information from accounts, narratives, maps, or texts (using Primary and Secondary sources)	Students can summarize or interpret significant information from accounts, narratives, maps, or texts (using Primary and Secondary sources)	Students can draw inferences based on significant information from accounts, narratives, maps, or texts (differentiating between Primary and Secondary sources)
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (Evidence)	Student can show where the information came from, who wrote it, and what the source says	Student can identify multiple sources of evidence and select pieces to use in their assessment	Student can explain why sources of evidence are credible and adequate to use in their assessment	Student can compare and contrast multiple sources to establish credibility and identify the historical context	Student can evaluate multiple sources to establish the purpose and credibility to reliably justify conclusions
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (Continuity and Change)	Student can choose different periods of time, and tell what happened in those time periods	Student can label different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change	Student can describe different time periods in history, including periods of progress and decline, and explain key turning points that mark periods of change	Student can examine different time periods in history, including periods of progress and decline, and associate key turning points that mark periods of change	Student can compare different time periods in history, including periods of progress and decline, and isolate key turning points that mark periods of change
Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (Cause and Consequence)	Student can match what caused important decisions, actions, or events, to their results	Student can find the causes that influenced particular decisions, actions, or events, and connect them to short and long-term consequences.	Student can summarize the causes that influenced particular decisions, actions, or events, and relate them to short and long-term consequences.	Student can categorize the causes that influenced particular decisions, actions, or events, and correlate them to short and long-term consequences.	Student can order/rank the causes that influenced particular decisions, actions, or events, and assess their short and long-term consequences.
Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (Historical Perspective)	Student can listen to different perspectives on past or present people, places, issues, or events, and relate to the values, worldviews, and beliefs of human cultures and societies in different times and places	Recognize different perspectives on past or present people, places, issues, or events, and relate them to the values, worldviews, and beliefs of human cultures and societies in different times and places	Give examples of different perspectives on past or present people, places, issues, or events, and relate them to the values, worldviews, and beliefs of human cultures and societies in different times and places	Compare different perspectives on past or present people, places, issues, or events, and contrast the values, worldviews, and beliefs of human cultures and societies in different times and places	Examine different perspectives on past or present people, places, issues, or events, and discuss the values, worldviews, and beliefs of human cultures and societies in different times and places
Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (Ethical Judgement making)	Student has an opinion about past events, decisions, or actions.	Student can make judgments about past events, decisions, or actions, and recall the limitations of drawing direct lessons from the past	Student can generalize judgments about past events, decisions, or actions, and recognize the limitations of drawing direct lessons from the past	Student can appraise judgments about past events, decisions, or actions, and question the limitations of drawing direct lessons from the past	Student can justify ethical judgments about past events, decisions, or actions, and recall the limitations of drawing direct lessons from the past