

# STANDARDS-BASED GRADES: WORLD HISTORY

	1	2	3	4
<b><i>Demonstration of understanding of historical concepts and processes.</i></b>				
<b>Concept Understanding</b>	The student can identify historical concepts and processes.	The student can define and describe historical concepts and processes.	The student can explain and analyze historical concepts and processes.	The student can apply and evaluate historical concepts and processes.
<b><i>Analysis of causes, effects, and periodization in history.</i></b>				
<b>Chronological Reasoning</b>	The student can identify causes and/or effects of events or processes.	The student can describe the relationship between causes and effects of events or processes.	The student can evaluate the historical significance of causes, effects, or events.	The student can identify, describe, and explain how specific examples of evidence support a historical claim.
<b><i>Analysis of the context of historical events, documents, or developments.</i></b>				
<b>Contextualization</b>	The student can identify and describe a historical context for a specific historical event, document, or development.	The student can describe how contemporary circumstances of a historical event, document, or development affected or influenced it.	The student can explain how a specific historical event, document, or development is situated within a broader historical context.	The student can identify patterns among or connections between historical developments and processes.
<b><i>Analysis similarities and differences between time periods, locations, events, etc.</i></b>				
<b>Comparison</b>	The student can identify similarities and/or differences between different historical developments or processes.	The student can describe/explain similarities and/or differences between different historical developments or processes.	The student can explain the relative historical significance of similarities and/or differences between different historical developments or processes.	The student can use historical reasoning to explain relationships among pieces of historical evidence.
<b><i>Interpretation and analysis of primary and secondary sources</i></b>				
<b>Source Analysis</b>	Summarize the message or meaning of a source.	Identify the point of view, purpose, and/or audience of a source.	Explain/analyze the point of view, purpose, and/or audience of a source.	Evaluate the reliability and/or usefulness of a source.