

Performance Level Descriptors

Social Studies Grade 10

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Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors** (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2018 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level as well as all content and skills in any performance levels that precede it, if any. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Range Performance Level Descriptors

Behavioral Science (BH)

BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (psychology).

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to analyze biological and environmental factors that influence a person's cognition, perception, and behavior; attempts to explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, attempts to conduct research related to a problem or issue affecting individuals and/or society.</p>	<p>A student at this level can do a simple analysis of biological and environmental factors that influence a person's cognition, perception, and behavior; can provide a simple explanation of the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, can conduct limited research related to a problem or issue affecting individuals and/or society.</p>	<p>A student at this level can analyze biological and environmental factors that influence a person's cognition, perception, and behavior; can explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, can conduct research related to a problem or issue affecting individuals and/or society.</p>	<p>A student at this level can analyze in depth biological and environmental factors that influence a person's cognition, perception, and behavior; can thoroughly explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, can conduct in-depth research related to a problem or issue affecting individuals and/or society.</p>
<p>attempts to examine the effects of discrimination on identity; attempts to explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p>	<p>can do a simple examination of the effects of discrimination on identity; can explore in a limited fashion developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p>	<p>can examine the effects of discrimination on identity; can explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p>	<p>can examine in depth the effects of discrimination on identity; can explore in depth developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p>

BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (sociology).

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to investigate how language and culture can unify a</p>	<p>A student at this level can do a simple investigation of how language and culture can unify</p>	<p>A student at this level can investigate how language and culture can unify a group of people;</p>	<p>A student at this level can investigate in depth how language and culture can unify a</p>

group of people; attempts to evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	a group of people; can do a simple evaluation of the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	can evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	group of people; can evaluate in depth the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
attempts to critique interpretations of how different cultures interact with their environment.	can do a simple critique on interpretations of how different cultures interact with their environment.	can critique interpretations of how different cultures interact with their environment.	can thoroughly critique interpretations of how different cultures interact with their environment.

BH Standard 3 – Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (anthropology).

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; attempts to become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	<p>A student at this level</p> <p>can do a simple analysis of the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; can become aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	<p>A student at this level</p> <p>can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; can become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	<p>A student at this level</p> <p>can analyze in depth the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; can become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>

BH Standard 4 – Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

Developing	Approaching	Meeting	Advanced
A student at this level	A student at this level	A student at this level	A student at this level

attempts to evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.	can do a simple evaluation of the purpose for which a technology is created and do a simple analysis of the consequences (intended and unintended) to different cultures.	can evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.	can evaluate in depth the purpose for which a technology is created and analyze in depth the consequences (intended and unintended) to different cultures.
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Economics (Econ)

Econ Standard 1 - Wisconsin students use economic reasoning to understand issues.

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.</p>	<p>A student at this level can perform a simple cost-benefit analysis on a real-world situation, using economic thinking to provide a simple description of the marginal costs and benefits of a particular decision.</p>	<p>A student at this level can perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.</p>	<p>A student at this level can perform an in-depth cost-benefit analysis on a real-world situation, using critical economic thinking to describe the marginal costs and benefits of a particular decision.</p>
attempts to evaluate how incentives determine what is produced and distributed in a competitive market system.	can do a simple evaluation of how incentives determine what is produced and distributed in a competitive market system.	can evaluate how incentives determine what is produced and distributed in a competitive market system.	can evaluate in depth how incentives determine what is produced and distributed in a competitive market system.

Econ Standard 2 - Wisconsin students will analyze how decisions are made, and interactions occur among individuals, households, and firms/businesses (microeconomics).

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to connect the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; attempts to analyze the roles of the market for goods and services (product market) and the</p>	<p>A student at this level can connect in a limited fashion the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; can do a simple analysis of the roles of the market for goods and services (product market) and</p>	<p>A student at this level can connect the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; can analyze the roles of the market for goods and services (product market) and the market</p>	<p>A student at this level can thoroughly connect the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; can analyze in depth the roles of the market for goods and services (product market) and the</p>

market for factors of production (factor market).	the market for factors of production (factor market).	for factors of production (factor market).	market for factors of production (factor market).
attempts to differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced; attempts to compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	can differentiate in a limited fashion between supply and demand and the resulting impact on equilibrium prices and quantities produced; can make a simple comparison of various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	can differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced; can compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	can thoroughly differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced; can compare and contrast in depth various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.
attempts to calculate the costs of production and explain their role in firm decision making; attempts to differentiate between and calculate revenue and profit for a given firm.	can do a simple calculation of the costs of production and provide a simple explanation of their role in firm decision making; can differentiate in a limited fashion between and do a simple calculation of revenue and profit for a given firm.	can calculate the costs of production and explain their role in firm decision making; can differentiate between and calculate revenue and profit for a given firm.	can calculate the costs of production and explain in depth their role in firm decision making; can thoroughly differentiate between and calculate revenue and profit for a given firm.
Econ Standard 3 - Wisconsin students will analyze how an economy functions as a whole (macroeconomics).			
Developing	Approaching	Meeting	Advanced
A student at this level attempts to assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; attempts to analyze why unemployment rates differ for people of different ages, races, and genders; attempts	A student at this level can do a simple assessment of how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; can do a simple analysis of why unemployment rates differ for people of different ages, races, and	A student at this level can assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; can analyze why unemployment rates differ for people of different ages, races, and genders; can use	A student at this level can assess in depth how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; can analyze in depth why unemployment rates differ for people of different ages, races, and

to use economic indicators to analyze the current and future state of the economy.	genders; can use economic indicators to do a simple analysis of the current and future state of the economy.	economic indicators to analyze the current and future state of the economy.	genders; can use economic indicators to analyze in depth the current and future state of the economy.
attempts to evaluate the structure and functions of money in the United States, including the role of interest rates.	can do a simple evaluation of the structure and functions of money in the United States, including the role of interest rates.	can evaluate the structure and functions of money in the United States, including the role of interest rates.	can evaluate in depth the structure and functions of money in the United States, including the role of interest rates.
attempts to connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP; attempts to compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).	can make simple connections with the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP; can make a simple comparison with the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).	can connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP; can compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).	can connect the components of Gross Domestic Product (GDP) to different parts of an economy and thoroughly differentiate between real and nominal GDP; can compare and contrast in depth the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).
Econ Standard 4 - Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events; attempts to analyze how the allocation of resources can</p>	<p>A student at this level</p> <p>can do a simple evaluation of how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and do a simple analysis of how they have been affected by specific political and social systems and important events; can do a simple analysis of how the allocation of resources can</p>	<p>A student at this level</p> <p>can evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events; can analyze how the allocation of resources can impact the distribution of</p>	<p>A student at this level</p> <p>can evaluate in depth how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze in depth how they have been affected by specific political and social systems and important events; can analyze in depth how the allocation of resources can</p>

impact the distribution of wealth and income equality or inequality.	impact the distribution of wealth and income equality or inequality.	wealth and income equality or inequality.	impact the distribution of wealth and income equality or inequality.
attempts to analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; attempts to analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; attempts to assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).	can do a simple analysis of the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; can do a simple analysis of the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; can do a simple assessment of how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).	can analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; can analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; can assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).	can analyze in depth the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; can analyze in depth the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; can thoroughly assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).
attempts to evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); attempts to justify the selection of fiscal and monetary policies in expanding or contracting the economy.	can do a simple evaluation of types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); can provide a simple justification for the selection of fiscal and monetary policies in expanding or contracting the economy.	can evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); can justify the selection of fiscal and monetary policies in expanding or contracting the economy.	can evaluate in depth types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); can thoroughly justify the selection of fiscal and monetary policies in expanding or contracting the economy.
attempts to evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; attempts to analyze the effectiveness of how people,	can do a simple evaluation of the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; can do a simple analysis of the effectiveness of how people,	can evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; can analyze the effectiveness of how people, government policies,	can evaluate in depth the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; can analyze in depth the effectiveness of how people,

government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	and economic systems have attempted to address income inequality and working conditions both now and in the past.	government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.
attempts to draw conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; attempts to analyze the role of comparative advantage in international trade of goods and services.	can draw simple conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; can do a simple analysis of the role of comparative advantage in international trade of goods and services.	can draw conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; can analyze the role of comparative advantage in international trade of goods and services.	can draw complex conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; can analyze in depth the role of comparative advantage in international trade of goods and services.

Geography (Geog)

Geog Standard 1 - Wisconsin students will use geographic tools and ways of thinking to analyze the world.

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to use printed and digital maps to ask and answer geographic questions (e.g., <i>Where are there patterns? Why there? So what?</i>) and evaluate the appropriateness of geographic data and representations to understand real-world problems; attempts to explain how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.</p>	<p>A student at this level</p> <p>can use printed and digital maps to ask and answer simple geographic questions (e.g., <i>Where are there patterns? Why there? So what?</i>) and evaluate the appropriateness of geographic data and representations to understand real-world problems; can provide a simple explanation of how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal,</p>	<p>A student at this level</p> <p>can use printed and digital maps to ask and answer geographic questions (e.g., <i>Where are there patterns? Why there? So what?</i>) and evaluate the appropriateness of geographic data and representations to understand real-world problems; can explain how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.</p>	<p>A student at this level</p> <p>can use printed and digital maps to ask and answer complex geographic questions (e.g., <i>Where are there patterns? Why there? So what?</i>) and evaluate in depth the appropriateness of geographic data and representations to understand real-world problems; can explain in depth how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal,</p>

	business, and government purposes.		business, and government purposes.
attempts to interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.	can make simple interpretations of maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to do a simple analysis of geographic problems and changes over time.	can interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.	can interpret complex maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze in depth geographic problems and changes over time.
attempts to compare and contrast a mental map before and after an event to see if perception reshaped their perspectives; attempts to explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.	can make a simple comparison of a mental map before and after an event to see if perception reshaped their perspectives; can provide a simple explanation of how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.	can compare and contrast a mental map before and after an event to see if perception reshaped their perspectives; can explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.	can thoroughly compare and contrast a mental map before and after an event to see if perception reshaped their perspectives; can explain in depth how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.
Geog Standard 2 - Wisconsin students will analyze human movement and population patterns.			
Developing	Approaching	Meeting	Advanced
A student at this level attempts to evaluate population policies by analyzing how governments affect population change; attempts to analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.	A student at this level can do a simple evaluation of population policies by analyzing how governments affect population change; can do a simple analysis of population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.	A student at this level can evaluate population policies by analyzing how governments affect population change; can analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.	A student at this level can evaluate in depth population policies by critically analyzing how governments affect population change; can analyze in depth population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.
attempts to evaluate the impact of major international migrations,	can do a simple evaluation of the impact of major international	can evaluate the impact of major international migrations, both past	can evaluate in depth the impact of major international migrations,

both past and present, on physical and human systems.	migrations, both past and present, on physical and human systems.	and present, on physical and human systems.	both past and present, on physical and human systems.
attempts to analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.	can do a simple analysis of the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.	can analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.	can analyze in depth the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.
attempts to evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; attempts to analyze the impact of rural decline and urbanization on a place.	can do a simple evaluation of the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; can do a simple analysis of the impact of rural decline and urbanization on a place.	can evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; can analyze the impact of rural decline and urbanization on a place.	can evaluate in depth the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; can analyze in depth the impact of rural decline and urbanization on a place.

Geog Standard 3 - Wisconsin students will examine the impacts of global interconnections and relationships.

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries; attempts to assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.</p>	<p>A student at this level</p> <p>can do a simple evaluation, in both current and historical context, of how the prospect of gaining access to resources in contested zones creates competition among countries; can do a simple assessment of how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.</p>	<p>A student at this level</p> <p>can evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries; can assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.</p>	<p>A student at this level</p> <p>can evaluate in depth, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries; can assess in depth how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.</p>
attempts to analyze the evolution of the global economy to its present state and the role it plays in the economic development of	can do a simple analysis of the evolution of the global economy to its present state and the role it plays in the economic development	can analyze the evolution of the global economy to its present state and the role it plays in the economic development of world	can analyze in depth the evolution of the global economy to its present state and the role it plays in the economic development of

world regions; attempts to analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).	of world regions; can do a simple analysis of the role of supranational organizations (e.g., NAFTA, NATO, UN).	regions; can analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).	world regions; can analyze in depth the role of supranational organizations (e.g., NAFTA, NATO, UN).
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Geog Standard 4 - Wisconsin students will evaluate the relationship between identity and place.

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to evaluate the effect of culture on a place over time; attempts to analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; attempts to explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); attempts to explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.</p>	<p>A student at this level</p> <p>can do a simple evaluation of the effect of culture on a place over time; can do a simple analysis of how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; can provide a simple explanation of how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); can provide a simple explanation of how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.</p>	<p>A student at this level</p> <p>can evaluate the effect of culture on a place over time; can analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; can explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); can explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.</p>	<p>A student at this level</p> <p>can evaluate in depth the effect of culture on a place over time; can analyze in depth how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; can thoroughly explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); can thoroughly explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.</p>

Geog Standard 5 - Wisconsin students will evaluate the relationship between humans and the environment.

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state,</p>	<p>A student at this level</p> <p>can do a simple analysis of the intentional and unintentional spatial consequences of human actions on the environment at the</p>	<p>A student at this level</p> <p>can analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state,</p>	<p>A student at this level</p> <p>can analyze in depth the intentional and unintentional spatial consequences of human actions on the environment at the</p>

tribal, regional, country, and world levels.	local, state, tribal, regional, country, and world levels.	tribal, regional, country, and world levels.	local, state, tribal, regional, country, and world levels.
attempts to hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.	can create a simple hypothesis about how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.	can hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.	can hypothesize in depth how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.

History (Hist)

Hist Standard 1 - Wisconsin students will use historical evidence for determining cause and effect.

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives; attempts to evaluate how different groups and individuals contributed to the event or cause.</p>	<p>A student at this level</p> <p>can do a simple evaluation of multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives; can do a simple evaluation of how different groups and individuals contributed to the event or cause.</p>	<p>A student at this level</p> <p>can evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives; can evaluate how different groups and individuals contributed to the event or cause.</p>	<p>A student at this level</p> <p>can evaluate in depth multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives; can evaluate in depth how different groups and individuals contributed to the event or cause.</p>
<p>attempts to evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives; attempts to evaluate how different groups and individuals contributed to the effect.</p>	<p>can do a simple evaluation of multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives; can do a simple evaluation of how different groups and individuals contributed to the effect.</p>	<p>can evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives; can evaluate how different groups and individuals contributed to the effect.</p>	<p>can evaluate in depth multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives; can evaluate in depth how different groups and individuals contributed to the effect.</p>

Hist Standard 2 - Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p>	<p>A student at this level can do a simple evaluation of a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to do a simple analysis of the patterns of continuity in the community, the state, the United States, and the world.</p>	<p>A student at this level can evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p>	<p>A student at this level can evaluate in depth a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to thoroughly analyze the patterns of continuity in the community, the state, the United States, and the world.</p>
<p>attempts to evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States, and the world.</p>	<p>can do a simple evaluation of a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to do a simple analysis of the patterns of change in the community, the state, the United States, and the world.</p>	<p>can evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States, and the world.</p>	<p>can evaluate in depth a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to thoroughly analyze the patterns of change in the community, the state, the United States, and the world.</p>
<p>attempts to evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	<p>can do a simple evaluation of how the historical context influenced the process or nature of the continuity or change that took place.</p>	<p>can evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	<p>can evaluate in depth how the historical context influenced the process or nature of the continuity or change that took place.</p>

Hist Standard 3 - Wisconsin students will connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p>	<p>A student at this level</p>	<p>A student at this level</p>	<p>A student at this level</p>

attempts to analyze significant historical periods and their relationship to present issues and events.	can do a simple analysis of significant historical periods and their relationship to present issues and events.	can analyze significant historical periods and their relationship to present issues and events.	can analyze in depth significant historical periods and their relationship to present issues and events.
attempts to evaluate historical perspectives to create arguments with evidence concerning current events.	can do a simple evaluation of historical perspectives to create arguments with evidence concerning current events.	can evaluate historical perspectives to create arguments with evidence concerning current events.	can evaluate in depth historical perspectives to create arguments with evidence concerning current events.
attempts to evaluate and justify predictions of potential outcomes of current events based on the past.	can do a simple evaluation of and justify simple predictions of potential outcomes of current events based on the past.	can evaluate and justify predictions of potential outcomes of current events based on the past.	can evaluate in depth and justify complex predictions of potential outcomes of current events based on the past.
Hist Standard 4 - Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).			
Developing	Approaching	Meeting	Advanced
A student at this level attempts to analyze how the historical context (situation) influences a primary or secondary source.	A student at this level can do a simple analysis of how the historical context (situation) influences a primary or secondary source.	A student at this level can analyze how the historical context (situation) influences a primary or secondary source.	A student at this level can analyze in depth how the historical context (situation) influences a primary or secondary source.
attempts to analyze how the intended audience influences a primary or secondary source.	can do a simple analysis of how the intended audience influences a primary or secondary source.	can analyze how the intended audience influences a primary or secondary source.	can analyze in depth how the intended audience influences a primary or secondary source.
attempts to analyze the intended purpose of a specific primary or secondary source.	can do a simple analysis of the intended purpose of a specific primary or secondary source.	can analyze the intended purpose of a specific primary or secondary source.	can analyze in depth the intended purpose of a specific primary or secondary source.
attempts to analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	can do a simple analysis of how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	can analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	can analyze in depth how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Political Science (PS)

PS Standard 1 - Wisconsin students will identify and analyze democratic principles and ideals.

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; attempts to analyze sources of governmental authority.</p>	<p>A student at this level can do a simple analysis of how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; can do a simple analysis of sources of governmental authority.</p>	<p>A student at this level can analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; can analyze sources of governmental authority.</p>	<p>A student at this level can analyze in depth how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; can analyze in depth sources of governmental authority.</p>
<p>attempts to evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States; attempts to analyze the foundational ideas of United States government that are embedded in founding-era documents; attempts to analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; attempts to analyze the meaning and importance of rights in the Wisconsin Constitution and</p>	<p>can do a simple evaluation of the work and actions of historically significant people and their contributions to the founding principles of the United States; can do a simple analysis of the foundational ideas of United States government that are embedded in founding-era documents; can do a simple analysis of landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; can do a simple analysis of the meaning and importance of rights in the Wisconsin</p>	<p>can evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States; can analyze the foundational ideas of United States government that are embedded in founding-era documents; can analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; can analyze the meaning and importance of rights in the Wisconsin Constitution and compare or</p>	<p>can evaluate in depth the work and actions of historically significant people and their contributions to the founding principles of the United States; can analyze in depth the foundational ideas of United States government that are embedded in founding-era documents; can analyze in depth landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; can analyze in depth the meaning and importance of rights in the Wisconsin Constitution and</p>

compare or contrast to the United States Constitution.	Constitution and compare or contrast to the United States Constitution.	contrast to the United States Constitution.	compare or contrast to the United States Constitution.
PS Standard 2 - Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to critique the struggle for suffrage and citizenship since the founding period; attempts to analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; attempts to assess the impact of individuals, groups, and movements on the development of civil rights for different groups.</p>	<p>A student at this level</p> <p>can do a simple critique of the struggle for suffrage and citizenship since the founding period; can do a simple analysis of the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; can do a simple assessment of the impact of individuals, groups, and movements on the development of civil rights for different groups.</p>	<p>A student at this level</p> <p>can critique the struggle for suffrage and citizenship since the founding period; can analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; can assess the impact of individuals, groups, and movements on the development of civil rights for different groups.</p>	<p>A student at this level</p> <p>can critique in depth the struggle for suffrage and citizenship since the founding period; can analyze in depth the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; can assess in depth the impact of individuals, groups, and movements on the development of civil rights for different groups.</p>
<p>attempts to assess the difference in constitutional and legal protections for citizens vs. noncitizens; attempts to demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p>	<p>can do a simple assessment of the difference in constitutional and legal protections for citizens vs. noncitizens; can identify the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p>	<p>can assess the difference in constitutional and legal protections for citizens vs. noncitizens; can demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p>	<p>can assess in depth the difference in constitutional and legal protections for citizens vs. noncitizens; can thoroughly demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p>
<p>attempts to analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; attempts to evaluate different</p>	<p>can do a simple analysis of how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; can do a simple evaluation of different</p>	<p>can analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; can evaluate different goals and methods of</p>	<p>can analyze in depth how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; can evaluate in depth different goals</p>

goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ); attempts to analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ); can do a simple analysis of the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ); can analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ); can analyze in depth the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
PS Standard 3 - Wisconsin students will analyze and evaluate the powers and purposes of political and civic institutions.			
Developing	Approaching	Meeting	Advanced
A student at this level attempts to create and evaluate solutions to increase voter participation; attempts to evaluate their role in government at the local, state, tribal, and federal levels.	A student at this level can create and evaluate simple solutions to increase voter participation; can do a simple evaluation of their role in government at the local, state, tribal, and federal levels.	A student at this level can create and evaluate solutions to increase voter participation; can evaluate their role in government at the local, state, tribal, and federal levels.	A student at this level can create and evaluate detailed solutions to increase voter participation; can evaluate in depth their role in government at the local, state, tribal, and federal levels.
attempts to evaluate the role of various types of media in elections and functions of government; attempts to analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; attempts to evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying,	can do a simple evaluation of the role of various types of media in elections and functions of government; can do a simple analysis of how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; can do a simple evaluation of civic institutions and provide a simple explanation of how competing interests impact societal change	can evaluate the role of various types of media in elections and functions of government; can analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; can evaluate civic institutions and explain how competing interests impact societal change (e.g.,	can evaluate in depth the role of various types of media in elections and functions of government; can analyze in depth how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; can evaluate in depth civic institutions and thoroughly explain how competing interests impact societal change (e.g., lobbying,

citizens groups, special interest groups).	(e.g., lobbying, citizens groups, special interest groups).	lobbying, citizens groups, special interest groups).	citizens groups, special interest groups).
attempts to evaluate the structure and functions of governments at the local, state, tribal, national, and global levels; attempts to evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or nongovernment organization (NGO) levels distinguishing their roles, powers, and limitations.	can do a simple evaluation of the structure and functions of governments at the local, state, tribal, national, and global levels; can do a simple evaluation of the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.	can evaluate the structure and functions of governments at the local, state, tribal, national, and global levels; can evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.	can evaluate in depth the structure and functions of governments at the local, state, tribal, national, and global levels; can evaluate in depth the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
attempts to evaluate the effectiveness of public policy actions and processes.	can do a simple evaluation of the effectiveness of public policy actions and processes.	can evaluate the effectiveness of public policy actions and processes.	can evaluate in depth the effectiveness of public policy actions and processes.

PS Standard 4 - Wisconsin students will develop and employ skills for civic literacy.

Developing	Approaching	Meeting	Advanced
A student at this level attempts to create arguments by researching and interpreting claims and counterclaims.	A student at this level can create simple arguments by researching and interpreting claims and counterclaims.	A student at this level can create arguments by researching and interpreting claims and counterclaims.	A student at this level can create complex arguments by researching and interpreting claims and counterclaims.
attempts to analyze the effects of a political compromise with major historical impact.	can do a simple analysis of the effects of a political compromise with major historical impact.	can analyze the effects of a political compromise with major historical impact.	can analyze in depth the effects of a political compromise with major historical impact.

Social Studies Inquiry Practices and Processes (Inq)

Inq Standard 1 - Wisconsin students will construct meaningful questions that initiate an inquiry.

Developing	Approaching	Meeting	Advanced
A student at this level	A student at this level	A student at this level	A student at this level

attempts to frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	can frame researchable, simple, and open-ended questions, integrating multiple social studies strands that call for investigation.	can frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	can thoroughly frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
attempts to construct questions that support the research and identify the sources that will be used in the student-developed research proposal.	can construct simple questions that support the research and identify the sources that will be used in the student-developed research proposal.	can construct questions that support the research and identify the sources that will be used in the student-developed research proposal.	can construct complex questions that support the research and identify the sources that will be used in the student-developed research proposal.
Inq Standard 2 - Wisconsin students will gather and evaluate sources.			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>	<p>A student at this level</p> <p>can explore in a limited fashion evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>	<p>A student at this level</p> <p>can explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>	<p>A student at this level</p> <p>can explore in depth evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>
attempts to analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	can do a simple analysis and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	can analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	can analyze in depth and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Inq Standard 3 - Wisconsin students will develop claims using evidence to support reasoning.

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p>	<p>A student at this level can develop a simple, defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p>	<p>A student at this level can develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p>	<p>A student at this level can develop a complex, defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p>
<p>attempts to support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).</p>	<p>can support a simple claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).</p>	<p>can support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).</p>	<p>can support a complex claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).</p>
<p>attempts to analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p>	<p>can do a simple analysis of the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p>	<p>can analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p>	<p>can analyze in depth the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p>

Inq Standard 4 - Wisconsin students will communicate and critique conclusions.

Developing	Approaching	Meeting	Advanced
<p>A student at this level attempts to communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</p>	<p>A student at this level can communicate simple conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</p>	<p>A student at this level can communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</p>	<p>A student at this level can communicate complex conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</p>
<p>attempts to examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into</p>	<p>can do a simple examination of a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into</p>	<p>can examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural,</p>	<p>can examine in depth a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into</p>

consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	social, economic, political, geographic, and historic influences that inform these perspectives.	consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
Inq Standard 5 - Wisconsin students will be civically engaged.			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>attempts to explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>A student at this level</p> <p>can explore in a limited fashion opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>A student at this level</p> <p>can explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>A student at this level</p> <p>can explore in depth opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>