

Basic Core: Competence	Points	Historical Thinking Skills Addressed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> <li>➤ Argumentation</li> <li>➤ Depending on the topic of the question:               <ul style="list-style-type: none"> <li>• Historical Causation</li> <li>• Comparison</li> <li>• Patterns of Continuity and Change Over Time</li> </ul> </li> </ul>
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> <li>➤ Use of Historical Evidence</li> </ul>
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2  (1)	<ul style="list-style-type: none"> <li>➤ Argumentation</li> <li>➤ Depending on the topic of the question:               <ul style="list-style-type: none"> <li>• Historical Causation</li> <li>• Comparison</li> <li>• Patterns of Continuity and Change Over Time</li> </ul> </li> </ul>
4. Analyses point of view in at least two documents.	1	<ul style="list-style-type: none"> <li>➤ Use of Historical Evidence</li> </ul>
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> <li>➤ Argumentation</li> <li>➤ Use of Historical Evidence</li> <li>➤ Depending on the topic of the question:               <ul style="list-style-type: none"> <li>• Historical Causation</li> <li>• Comparison</li> <li>• Patterns of Continuity and Change Over Time</li> </ul> </li> </ul>
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> <li>➤ Argumentation</li> <li>➤ Use of Historical Evidence</li> </ul>
<b>Subtotal</b>	<b>7</b>	<ul style="list-style-type: none"> <li>➤ Essay as a whole: Synthesis</li> </ul>
Expanded Core: Excellence	Points	Historical Thinking Skills Addressed
Expands beyond basic core of 1-7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> <li>• Has a clear, analytical and comprehensive thesis.</li> <li>• Shows careful and insightful analysis of the documents.</li> <li>• Uses documents persuasively as evidence.</li> <li>• Analyzes point of view in most or all documents.</li> <li>• Analyzes the documents in additional ways- groupings, comparisons, syntheses.</li> <li>• Bring in relevant "outside" historical content.</li> <li>• Explains why additional types of document(s) or sources are needed.</li> </ul>	0-2	<ul style="list-style-type: none"> <li>• Same skills as noted in basic core.</li> <li>• Other historical thinking skills may be demonstrated depending on the question and the documents.</li> </ul>
<b>Subtotal</b>	<b>2</b>	
<b>Total</b>	<b>9</b>	

<b>Introduction</b> Topic: identify the topic, the setting, and the era Thesis: answers the question and makes an argument			
Group or Category	Topic sentence: <i>Introduce the grouping.</i>		
	Evidence: 1. Explain Document 2. Analyze why it belongs to this group.		
	Document # _____	Document # _____	Document # _____
	Point of View of One Document:		
	Additional Document/Source:		
Group or Category	Topic sentence: <i>Introduce the grouping.</i>		
	Evidence: 1. Explain Document 2. Analyze why it belongs to this group.		
	Document # _____	Document # _____	Document # _____
	Point of View of One Document:		
	Additional Document/Source:		
Group or Category	Topic sentence: <i>Introduce the grouping.</i>		
	Evidence: 1. Explain Document 2. Analyze why it belongs to this group.		
	Document # _____	Document # _____	Document # _____
	Point of View of One Document:		
	Additional Document/Source:		
<b>Conclusion</b> Re-state, Re-view, Re-emphasize Topic, Evidence, Thesis			