

High School World History Proficiency Scales

HS World History Priority Standards

Disciplinary Skills and Processes

Proficiency Scale

Priority Standard:

HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can recall events and developments, and identify <i>time and place</i> .
Partially Proficient 2	The student can summarize how events and developments were shaped by <i>circumstances of time and place</i> .
Proficient 3	The student can evaluate how events and developments were shaped by unique circumstances of time and place as well as <i>broader contexts</i>
Highly Proficient 4	The student can evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts including making connections to <i>additional time periods or across curricular concepts</i> .

Proficiency Scale

Priority Standard:

HS.SP2.1 Analyze how contexts shaped and continue to shape people’s perspectives

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify how contexts shaped people’s perspective.
Partially Proficient 2	Student can identify how contexts shaped and continue to shape people’s perspective.
Proficient 3	Student can analyze how contexts shaped and continue to shape people’s perspective.
Highly Proficient 4	Student can analyze how contexts shaped and continue to shape people’s perspective and connects multiple periods of history.

Priority Standard:

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student constructs an argument, but may have limited evidence or does not fully address the topic.
Partially Proficient 2	Student constructs and presents arguments using knowledgeable claims, with evidence from multiple sources, but does not acknowledge counterclaims.
Proficient 3	Student proficiently constructs and presents an argument using knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims .

Highly Proficient 4	Student is highly proficient at constructing and presenting arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses .
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Proficiency Scale

<p><i>Priority Standard:</i> HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.</p>

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student constructs and presents explanations, but may have limited reasoning to support their thinking.
Partially Proficient 2	Student constructs and presents explanations using sound reasoning, correct sequence examples, and details, but does not acknowledge the strengths and weaknesses of the argument.
Proficient 3	Student constructs and presents explanations using sound reasoning, correct sequence examples, and details with pertinent information and data while acknowledging either a strength or weakness of the explanation.
Highly Proficient 4	Student constructs and presents explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

Proficiency Scale

<p><i>Priority Standard:</i> HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.</p>
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No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify causes and/or effects of events in the past and present, but lacks complex understanding.

Partially Proficient 2	Student can describe multiple causes and effects of events in the past and present.
Proficient 3	Student analyzes multiple and complex causes and effects of events in the past and present.
Highly Proficient 4	Student analyzes multiple and complex causes and effects of events in the past and present. The student can also draw connections between multiple events throughout various time periods and places.

<i>Priority Standard:</i> HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify evidence from multiple relevant sources but is unable to construct a reasoned argument.
Partially Proficient 2	Student references evidence from multiple sources and interpretations into an argument .
Proficient 3	Student integrates evidence from multiple relevant sources and interpretations into a reasoned argument .
Highly Proficient 4	Student conducts research in order to acquire additional evidence from multiple relevant sources and interpretations into a reasoned argument .

Civics

Proficiency Scale

Priority Standard:

HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify ideals and rights established in historical documents, legislation, executive actions, and court cases.
Partially Proficient 2	Student can compare ideals and rights established in different historical documents, legislation, executive actions, and court cases.
Proficient 3	Student can evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
Highly Proficient 4	Student can evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases, including analysis of context over time.

Economics

Proficiency Scale

Priority Standard:

HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can define scarcity, but not explain its broader impact on individuals, institutions, and societies.
Partially Proficient 2	Student can define scarcity, and explain its broader impact on individuals, institutions, or societies.
Proficient 3	Student can explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
Highly Proficient 4	Student can explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies, as well as explain broader connections to historical events.

Proficiency Scale

Priority Standard:

HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies

No Evidence of Proficiency 0	No evidence
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Minimally Proficient 1	Student can define interdependence but are not able to evaluate how it impacts individuals, institutions, and societies.
Partially Proficient 2	Student can define interdependence and its impact on individuals, institutions, or societies
Proficient 3	Student can evaluate how interdependence impacts individuals, institutions, and societies.
Highly Proficient 4	Student can evaluate how interdependence impacts individuals, institutions, and societies as well as explain broader connections to historical events.

Geography

Proficiency Scale

Priority Standard:

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify information included in geographic data but are unable to effectively explain relationships between locations.
Partially Proficient 2	Student can use geographic data to explain relationships between locations of place and regions but are unable to analyze the context.
Proficient 3	Student can use geographic data to explain and analyze relationships between locations of place and regions. Students can use key tools and representations such as maps, remotely sensed and other images, tables, and graphs.
Highly Proficient 4	Student can use geographic data to explain and analyze relationships between locations of place and regions. Students can use key tools and representations such as maps, remotely sensed and other images, tables, and graphs. Student can create maps or other representations to explain historical and geographic topics.

Proficiency Scale

Priority Standard:

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify cultural and environmental characteristics of a given place/region but are unable to evaluate how political and economic decisions have influenced them.
Partially Proficient 2	Student can identify cultural and environmental characteristics of a given place/region and are able to explain changes and decisions, but not the rationale and effects of the change.
Proficient 3	Student can evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
Highly Proficient 4	Student can evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions, as well as make broader connections across place and or time.

Proficiency Scale

Priority Standard:

HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify the impact of human settlement on the environment or culture of specific places and regions
Partially Proficient 2	Students can identify the impact of human settlement on the environment and culture of specific places and regions.

Proficient 3	Student can evaluate the impact of human settlement on the environment and culture of specific places and regions.
Highly Proficient 4	Student can evaluate the impact of human settlement on the environment and culture of specific places and regions and make connections to additional historical events.

Proficiency Scale	
<i>Priority Standard:</i> HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify migration patterns and the distribution of human populations.
Partially Proficient 2	Student can summarize how historical events and/or the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations.
Proficient 3	Student can analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations.
Highly Proficient 4	Student can analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations, as well as evaluate long-term effects of those changes.

History

Proficiency Scale

Priority Standard:

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify how social, cultural, or environmental factors influenced state-building, expansion, and dissolution
Partially Proficient 2	Student can identify how social, cultural, and environmental factors influenced state-building, expansion, and dissolution
Proficient 3	Student can explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.
Highly Proficient 4	Student can explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution, as well as make connections to at least one additional time or place.

Proficiency Scale

Priority Standard:

HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies

No Evidence of Proficiency 0	No evidence
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Minimally Proficient 1	Student can identify technological innovation or reasons for trade but does not explain how they transformed societies.
Partially Proficient 2	Student can identify causes or effects of technological innovation or trade.
Proficient 3	Student can analyze how technological innovation and trade has affected economic development and transformed societies.
Highly Proficient 4	Student can analyze how technological innovation and trade has affected economic development and transformed societies, as well as make connections to other time periods or places.

Proficiency Scale	
<i>Priority Standard:</i> HS.H2.1 Explain multiple causes of conflict	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify at least one cause of conflict.
Partially Proficient 2	Student can explain at one cause of conflict.
Proficient 3	Students can explain multiple causes of conflict.
Highly Proficient 4	Students can analyze multiple causes of conflict, as well as effects and/or explain connections between causes..

Proficiency Scale

Priority Standard:

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify short- or long- term impacts of conflicts and their resolutions.
Partially Proficient 2	Student can identify short- and long-term impacts of conflicts and their resolutions.
Proficient 3	Student can evaluate the short- and long-term impacts of conflicts and their resolutions.
Highly Proficient 4	Student can evaluate the short- and long-term impacts of conflicts and their resolutions, as well as make connections to additional historical time periods.

Proficiency Scale

Priority Standard:

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify societal needs and changes but not analyze the response to change.
Partially Proficient 2	Student can identify societal needs and changes and identify the response of leaders, institutions and organizations.
Proficient	Student can analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

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Highly Proficient 4	Student can analyze how societies, leaders, institutions, and organizations respond to societal needs and changes, as well as evaluate the impacts of those responses.

Proficiency Scale	
<i>Priority Standard:</i> HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify how historically marginalized groups affected change on political or social institutions.
Partially Proficient 2	Student can identify how historically marginalized groups affected change on political and social institutions
Proficient 3	Student can analyze how historically marginalized groups have affected change on political and social institutions.
Highly Proficient 4	Student can analyze how historically marginalized groups have affected change on political and social institutions, as well as conduct research to acquire additional evidence.