Written Communication SLOs:

- 1. Craft a thesis-driven, supported, logically organized argument that applies conventions of English appropriate to the audience, purpose, and context.
- 2. Interpret and evaluate credible sources and integrate ideas from those sources in an ethical manner with appropriate documentation.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Craft an	Student writing crafts an argument	Student writing crafts an	Student writing crafts an argument	Student writing crafts a logical
Argument	that:	argument that:	that:	argument that:
	• Includes a sophisticated controlling	 Includes a <u>controlling</u> thesis. 	 Includes a generally controlling 	 Does <u>not</u> include a controlling
	thesis.	 Is <u>supported</u> by evidence, and 	thesis.	thesis.
	• Is well supported by evidence, and	 Is organized appropriately, 	 Is <u>weakly</u> supported by evidence, and 	 Is <u>weakly</u> supported by evidence,
	 Is organized appropriately, using 	using appropriate transitions.	 Is organized <u>somewhat</u> appropriately, 	and
	<u>cohesive</u> transitions.		using <u>some</u> transitions.	• Is organized in a way that is hard to
				<u>follow</u> , <u>rarely</u> uses transitions.
Respond to	Student writing responds to	Student writing responds to	Student writing responds to rhetorical	Student writing responds to rhetorical
Rhetorical	rhetorical situations:	rhetorical situations:	situations:	situations:
Situations	• Effectively addresses the purpose	 Adequately addresses the 	• Inadequately addresses the purpose	 <u>Does not</u> address the purpose of
	of the writing task.	purpose of the writing task.	of the writing task.	the writing task.
	• Effectively engages a specific	 Adequately engages a specific 	 Inadequately engages a specific 	 <u>Does not</u> engage a specific
	audience.	audience.	audience.	audience.
Apply	Student writing demonstrates clearly	Student writing demonstrates	Student writing demonstrates	Student writing demonstrates poorly
Conventions	expressed ideas that are appropriate	clearly expressed ideas that are	somewhat clearly expressed ideas that	expressed ideas that are rarely
of English	to the audience through:	appropriate to the audience	are appropriate to the audience	appropriate to the audience through:
(appropriate	<u>Appropriate</u> and <u>effective</u> diction	through:	through:	• <u>Inappropriate</u> diction and tone.
for audience	and tone.	 <u>Appropriate</u> diction and tone. 	Somewhat appropriate diction and	• <u>Ineffective</u> language choices such as
and	<u>Accurate and effective</u> language	 <u>Effective</u> language choices 	tone.	conventions of English (e.g.
purpose)	choices such as conventions of	such as conventions of English	Somewhat effective language choices	grammar, syntax, usage, and
	English (e.g. grammar, syntax,	(e.g. grammar, syntax, usage,	such as conventions of English (e.g.	spelling).
	usage, and spelling).	and spelling).	grammar, syntax, usage, and	
			spelling).	
Use Sources	Student writing demonstrates:	Student writing demonstrates:	Student writing demonstrates:	Student writing demonstrates:
Ethically	Identification of sources using	Identification of sources using	Identification of sources using	Identification of sources using
(integrate	appropriate citation methods	appropriate citation methods	appropriate citation methods	appropriate citation methods
into work,	precisely.	<u>accurately</u> .	partially.	<u>rarely</u> .
document	Evaluates and analyzes credible	Evaluates and analyzes credible	Evaluates and analyzes credible and	Evaluates and analyzes credible and
the use)	and appropriate sources	and appropriate sources	appropriate sources superficially.	appropriate sources <u>incompletely</u> .
	effectively.	adequately.	Summary and/or paraphrase, and	Summary and/or paraphrase, and
	Summary and/or paraphrase, and	Summary and/or paraphrase,	quotation of others' ideas and	quotation of others' ideas and
	quotation of others' ideas and	and quotation of others' ideas	supporting details,	supporting details,
	supporting details, <u>clearly</u>	and supporting details,	inconsistently differentiated from	not differentiated from student's
	differentiated from student's	consistently differentiated	student's own.	own.
	own.	from student's own.		

Oral Communication

- 1. Create and express oral messages appropriate to the audience, purpose, and context.
- 2. Employ Communication theories and strategies to convey an oral message.
- 3. Critically analyze messages.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some	Does Not Meet
			Expectations (2)	Expectations (1)
Explain or use language	The speaker uses language	The speaker uses	The speaker uses	The speaker uses language
appropriate for the	that is exceptionally clear,	language that is	language that is <u>unclear</u>	that is unclear and
audience, topic, and	vivid, and appropriate.	reasonably clear, vivid,	and not rhetorically	inappropriate or
context.		and appropriate.	appropriate.	<u>offensive</u> .
Explain or use non-	The speaker demonstrates	The speaker	The speaker sometimes	The speaker does not use
verbal behaviors that	exceptional posture,	demonstrates acceptable	demonstrates	acceptable posture,
support the verbal	gestures, bodily	posture, gestures, facial	acceptable posture,	gestures, facial
message.	movement, facial	expressions, eye contact,	gestures, facial	expressions, eye contact,
	expressions, eye contact,	and use of dress.	expressions, eye contact,	and dress.
	and use of dress.		and dress.	
Provide supporting	The speaker uses	The speaker uses	The speaker sometimes	The speaker uses <u>no</u>
materials appropriate	supporting material that is	supporting material that	uses supporting material	supporting material, or
for the audience, topic,	exceptional in quality and	is appropriate in quality	that is appropriate in	supporting material is
and context.	variety.	and variety.	quality and variety.	inappropriate in quality
				and variety.
Employ a	Theoretical framework is	Theoretical framework is	Theoretical framework is	No evidence of use of a
Communication theory	clearly presented with an	presented with a	presented with a partial	theoretical framework is
or strategy.	in-depth explanation of	summary explanation of	explanation of parts of	presented.
	the concept.	the concept.	the concept.	
Use a Communication	Theoretical framework is	Theoretical framework is	Theoretical framework is	No explanation is
theory or concept to	comprehensively related	moderately related to	minimally related to the	provided to relate a
analyze messages.	to the message.	the message.	message.	theoretical framework to
				the message.

Scientific Reasoning

- 1. Apply scientific methods to investigate phenomena of the physical or natural world through prediction, observation or experimentation, data acquisition, and evaluation.
- 2. Represent and report scientific data symbolically, graphically, or numerically.
- 3. Interpret and evaluate scientific data in order to draw reasonable and logical conclusions.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Apply	Student investigates phenomena of	Student investigates	Student investigates	Student investigates phenomena
Scientific	the physical or natural world	phenomena of the physical or	phenomena of the physical or	of the physical or natural world
Methods	through a consistently careful	natural world through a	natural world through a	through a <u>rarely</u> <u>careful</u> <u>(or</u>
	application of scientific methods,	frequently careful application of	sometimes careful application	complete neglect of) application
	including:	scientific methods, including:	of scientific methods, including:	of scientific methods, including:
	 hypothesis or prediction* 	 hypothesis or prediction* 	 hypothesis or prediction* 	 hypothesis or prediction*
	 observation or experimentation 	observation or	 observation or 	observation or experimentation
	with appropriate procedures or	experimentation	experimentation	data acquisition and
	strategies	 data acquisition and 	 data acquisition and 	evaluation.
	 data acquisition, and 	evaluation.	evaluation.	
	evaluation.			
Represent	Scientific data are consistently	Scientific data are frequently	Scientific data are sometimes	Scientific data are rarely (or not at
and Report	represented and reported	represented and reported	represented and reported	all) represented and reported
Scientific	symbolically, graphically, or	symbolically, graphically, or	symbolically, graphically, or	symbolically, graphically, or
Data	numerically with accuracy, in a way	numerically with accuracy, in a	numerically with accuracy, in a	numerically with accuracy, in a
	that provides for clear	way that provides for clear	way that provides for clear	way that provides for clear
	interpretation.**	interpretation.**	interpretation.**	interpretation.**
Interpret	The student consistently interprets	The student frequently	The student sometimes	The student <u>does not</u> interpret
and	and evaluates scientific data in a	interprets and evaluates	interprets and evaluates	and evaluate scientific data in a
Evaluate	methodical, thorough manner that	scientific data in a methodical	scientific data in a methodical	methodical manner. This means
Scientific	ensures resulting conclusions are:	manner that <u>allows for</u>	manner that allows the student	the student draws unsupported
Data	 logical <u>and</u> reasonable 	conclusions that are:	to draw conclusions that are:	conclusions, or conclusions that
	 the student may also reflect on 	 logical <u>and</u> reasonable 	 logical <u>and</u> reasonable. 	may not be:
	the conclusions to ensure they	 the student may also reflect 		 logical <u>or</u> reasonable.
	are reasonable, or identify a	on the conclusions to ensure		
	cause of inaccuracy or	they are reasonable.		
	unreasonableness, if applicable.			

^{*}Prediction is an accurate anticipation for potential experimental outcomes or observations.

^{**}Clear communication of the data is facilitated by inclusion of units, an appropriate level of precision, and when appropriate, features such as descriptive titles, labels, legends, and keys. When appropriate, data are ranked, grouped, or tabulated.

Scientific Knowledge and Understanding

- 1. Communicate scientific knowledge using appropriate terminology, and representations, models, or analysis.
- 2. Describe how a scientific explanation or theory is refined or replaced.
- 3. Evaluate the quality of a scientific claim on the basis of its source, and the logic or methods used to generate it.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Communicate	Student consistently	Student <u>frequently</u>	Student sometimes	Student <u>rarely</u> communicates
Scientific	communicates scientific	communicates scientific	communicates scientific	scientific knowledge accurately,
Knowledge	knowledge <u>clearly and</u>	knowledge <u>clearly and</u>	knowledge <u>accurately</u> . The use	using terminology in a vague or
	accurately, using appropriate	accurately, using appropriate	of scientific terminology in	inappropriate manner and
	terminology and	terminology and	context is vague or unclear, and	representations, models, or
	representations, models, or	representations, models, or	representations, models, or	analysis lack clarity and/or
	analysis.	analysis. May include a few	analysis include some	accuracy.
		minor inaccuracies.	inaccuracies.	
Describe How	Student describes how a	Student describes how a	Student describes how a	Student describes how a scientific
a Theory is	scientific explanation or theory	scientific explanation or theory	scientific explanation or theory is	explanation or theory is refined or
Refined or	is refined or replaced through a	is refined or replaced through a	refined or replaced through a	replaced through an incomplete,
Replaced	detailed, thorough accounting	full, yet summary accounting of	brief, summary accounting of	summary accounting of historical
	of historical developments or	historical developments or the	historical developments or	developments or token reference
	the processes used to generate	processes used to generate new	incomplete reference to the	to the processes used to generate
	new theories or refine existing	theories or refine existing	processes used to generate new	new theories or refine existing
	theories. (Processes may include	theories. (Processes may	theories or refine existing	theories. (Processes may include
	methodologies, observations or	include methodologies,	theories. (Processes may include	methodologies, observations or
	logic used to establish	observations or logic used to	methodologies, observations or	logic used to establish confidence
	confidence in the changes.)	establish confidence in the	logic used to establish	in the changes.)
		changes.)	confidence in the changes.)	
Evaluate a	Student evaluates a scientific	Student evaluates a scientific	Student evaluates a scientific	Student evaluates a scientific
Scientific	claim with a <u>detailed</u>	claim with a summary	claim with a brief, summary	claim with an incomplete or
Claim	explanation of the logic or	explanation of the logic or	explanation of the logic or	unclear explanation of the logic or
	methods used to generate it,	methods used to generate it,	methods used to generate it,	methods used to generate it,
	using published academic	using credible sources to	with little reference to its	without reference to its source or
	sources to interpret and	interpret and evaluate the	source. If applicable, any parts of	with reference to an unreliable
	evaluate the claim. If applicable,	claim. If applicable, any parts of	the claim that are	source. If applicable, any parts of
	any parts of the claim that are	the claim that are	unsubstantiated are identified	the claim that are unsubstantiated
	unsubstantiated are identified	unsubstantiated are identified	and an incomplete explanation	are either not identified or only
	and sound explanation is	and summary explanation is	is offered for why the claim does	discussed with a token reference
	offered for why the claim does	offered for why the claim does	not meet scientific criteria.	to scientific concepts.
	not meet scientific criteria.	not meet scientific criteria.		

Social and Behavioral Sciences

- 1. Explain social, organizational, psychological, political, economic, historical, geographic, or cultural elements that influence and are influenced by individuals or groups.
- 2. Describe theories and concepts, or research methods used to investigate social or behavioral phenomena.
- 3. Identify and describe ethical issues pertaining to social contexts and phenomena.*

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Explain	Student consistently provides	Student frequently provides	Student sometimes provides	Student <u>rarely</u> provides
Influence	detailed, thorough	explanations of how social,	explanations of how social,	explanations of how social,
	explanations of how social,	organizational, psychological,	organizational, psychological,	organizational, psychological,
	organizational, psychological,	political, economic, historical,	political, economic, historical,	political, economic, historical,
	political, economic, historical,	geographic, or cultural	geographic, or cultural elements	geographic, or cultural elements
	geographic, or cultural	elements influence and are	influence and are influenced by	influence and are influenced by
	elements influence and are	influenced by individuals or	individuals or groups.	individuals or groups. Explanations
	influenced by individuals or	groups.	Explanations are often summary	are often vague or incomplete and
	groups.		and do not show the	do not show the bidirectional
			bidirectional nature of influence.	nature of influence.
Describe	Student consistently offers	Student frequently offers	Student sometimes offers	Student <u>rarely</u> offers <u>accurate</u>
Theories	thorough, detailed, and	thorough, accurate	thorough, accurate descriptions	descriptions of theories and
&	accurate descriptions of	descriptions of theories and	of theories and concepts, or	concepts, or research methods
Concepts	theories and concepts, or	concepts, or research methods	research methods used to	used to investigate social or
or	research methods used to	used to investigate social or	investigate social or behavioral	behavioral phenomena.
Research	investigate social or behavioral	behavioral phenomena. (Some	phenomena. (Descriptions are	(Descriptions are often general in
Methods	phenomena.	descriptions may be general in	often general in nature and may	nature or missing key elements
		nature or have minor	have minor inaccuracies.)	and may have major inaccuracies.)
		inaccuracies.)		
Identify	Student <u>accurately</u> identifies	Student accurately identifies	Student vaguely identifies and	Student vaguely identifies and
and	and gives a <u>detailed</u>	and gives a <u>summary</u>	gives a summary description of	gives a partial description of
Describe	description of ethical issues*	description of ethical issues*	ethical issues* that pertain to a	ethical issues* that pertain to a
Ethical	that pertain to a social context	that pertain to a social context	social context or phenomenon,	social context or phenomenon,
Issues*	or phenomenon, highlighting	or phenomenon, briefly	offering vague reference to	offering only a token mention of
	potentially problematic	highlighting potentially	potentially problematic elements	potentially problematic elements
	elements within the situation,	problematic elements within	within the situation, or brief	within the situation, or brief
	or identifying possibilities for	the situation, or briefly	identification of unrealistic or	identification of unrealistic or
	resolution.	identifying possibilities for	inappropriate possibilities for	inappropriate possibilities for
		<u>resolution</u> .	<u>resolution</u> .	resolution.

^{*}Examples of ethical issues include but are not limited to: how economic policies affect social classes or marginalized groups; consumer behavior and governmental control over regulation; what counts as ethical or unethical research methods conducted with human subjects; codes of ethics used by specific disciplines in social & behavioral sciences; and issues pertaining to systemic inequality, structural oppression, and intersectional justice.

Quantitative Reasoning

Given an authentic context or everyday life situation:

- 1. Convert relevant information into an appropriate mathematical form, such as an equation, graph, diagram, table, or words.
- 2. Use arithmetic, algebra, geometry, statistics, or logic to solve related problems.
- 3. Interpret the significance, reasonableness, or implications of calculated results.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Convert	Given an authentic context,			
Information	information is consistently	information is frequently converted	information is sometimes converted	information is rarely converted into an
into	converted into an appropriate	into an appropriate mathematical	into an appropriate mathematical	appropriate mathematical form* with
Mathematical	mathematical form* with	form* with accuracy, in a way that	form* with accuracy, in a way that	accuracy, in a way that does not
Form	accuracy, in a way that provides	provided for clear interpretation.**	somewhat provides for clear	provide for clear interpretation.**
	for clear interpretation.**		interpretation.**	
Use Math to	Arithmetic, algebra, geometry,	Arithmetic, algebra, geometry,	Arithmetic, algebra, geometry,	Arithmetic, algebra, geometry,
Solve Problems	statistics, or logic is	statistics, or logic is frequently used	statistics, or logic is sometimes used	statistics, or logic is rarely used to
	consistently used to solve	to solve problems correctly in an	to solve problems correctly in an	solve problems correctly in an
	problems correctly in an	authentic context with appropriate:	authentic context with appropriate:	authentic context with appropriate:
	authentic context with	 procedures or strategies 	 procedures or strategies 	 procedures or strategies
	appropriate:	• precision	• precision	• precision
	 procedures or strategies 	• Units	• units	• Units
	• precision	(may include minor inaccuracies in	(may include major or minor	(may include major inaccuracies in
	• units	above)	inaccuracies in above)	above)
	(few to no inaccuracies in			
	above)			
Interpret	The significance,	The significance, reasonableness, or	The significance, reasonableness, or	The significance, reasonableness, or
Calculated	reasonableness, or implications	implications of calculated results are	implications of calculated results are	implications of calculated results are
Results	of calculated results are	<u>frequently</u> interpreted with:	sometimes interpreted with:	rarely interpreted with:
	consistently interpreted with:	• accuracy	• accuracy	• accuracy
	• accuracy	 appropriate level of precision 	 appropriate level of precision 	 appropriate level of precision
	 appropriate level of 	 appropriate level of detail to 	 appropriate level of detail to 	 appropriate level of detail to
	precision	communicate ideas clearly	communicate ideas clearly	communicate ideas clearly
	 appropriate level of detail to 	(may include minor inaccuracies in	(may include major or minor	(may include major inaccuracies in
	communicate ideas clearly	above)	inaccuracies in above)	above)
	(few to no inaccuracies in			
	above)			

^{*}Mathematical forms information may be converted to include, e.g., equation, graph, diagram, table, or words.

^{**}Clear communication is facilitated by inclusion of units, and when appropriate, features such as descriptive titles, labels, legends, and keys. When appropriate, data are ranked, grouped, or tabulated.

Continuing Learning/Information Literacy

- 1. Use current, relevant technologies to identify and solve problems, make informed decisions, communicate, or create information.
- 2. Evaluate the authority, relevance, and accuracy of various sources of information to address issues that arise in academic, professional, or personal contexts.
- 3. Identify ethical issues related to access or use of information, such as the impact on security, privacy, censorship, intellectual property, or the reliability of information.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Use	Student identifies and solves	Student identifies and solves	Student identifies and solves	Student identifies and solves
Technologies	problems, makes informed	problems, makes informed	problems, makes informed	problems, makes informed
	decisions, communicates or	decisions, communicates or	decisions, communicates or	decisions, communicates or
	creates information in a way	creates information in a way that	creates information in a way	creates information in a way that
	that knowledgeably and	adequately integrates	that displays minimal use of	displays token use of appropriate
	skillfully integrates	appropriate current, relevant	appropriate current, relevant	current, relevant technologies, or
	appropriate current, relevant	technologies.	technologies.	uses outdated or unsuitably
	technologies.			<u>matched</u> technologies.
Evaluate	Sources used consistently	Sources used frequently show	Sources used sometimes show	Sources used <u>rarely</u> show
Sources for Use	show appropriate:	appropriate:	appropriate:	appropriate:
in Academic,	authority (high quality)	 authority (quality may be 	 authority (quality may be 	 authority (quality may be
Professional, or	 relevance (sources align to 	questionable or unclear)	questionable or unclear)	questionable or unclear)
Personal	the topic)	 relevance (sources align to the 	 relevance (sources may not 	 relevance (sources may not
Contexts	accuracy.	topic)	align to the topic)	align to the topic)
		accuracy (minor inaccuracies).	 accuracy (minor inaccuracies 	accuracy (minor inaccuracies or
			or major inaccuracies).	major inaccuracies).
Identify Ethical	Ethical issues related to	Ethical issues related to access	Ethical issues related to access	Ethical issues related to access or
Issues*	access or use of information	or use of information are	or use of information are	use of information are identified
	are identified in a way that	identified in a way that makes	identified in a way that makes	in a way that does not make key
	makes key features <u>clear</u> , and	some key features clear, and are	key features somewhat clear ,	features <u>clear</u> , and descriptions
	are described in a detailed	described in a summary	and are described in a cursory	are vague and hard to
	manner.	manner.	manner.	understand.

^{*}Ethical issues may include but are not limited to: the impact on security, privacy, censorship, intellectual property, or the reliability of information. See the <u>Annotated List of Topics to Illustrate Ethical Issues</u> for SLO 3 for links to sources and articles, and to illustrate how wide the range of appropriate topics is.

Arts and Humanities SLOs:

- 1. Identify and describe key features of visual works, performances, texts, or other artifacts in relation to a context (such as historical, geographical, social, political, cultural, linguistic, or aesthetic).
- 2. Apply key concepts, terminology, techniques or methodologies in the analysis or creation of visual works, performances, texts, or other artifacts.

	Level 4: Exceeds Expectations	Level 3: Meets Expectations	Level 2: Meets Some	Level 1: Does Not Meet
			Expectations	Expectations
Identify and	Appropriate features of works	Appropriate features of works	Appropriate features of works	Appropriate features of works are
describe key	are consistently identified and	are frequently identified and	are sometimes identified and	rarely identified and/or are
features of	are described thoroughly, with	are described summarily , with	are described summarily, with	described summarily , with major
works*	uniform accuracy.	accuracy.	minor inaccuracies.	inaccuracies.
Relate works	Several key features of works	Some key features of works	A few key features of works	Key features of works are not
to context	are related to an appropriate	are related to an appropriate	are related to an appropriate	related to an appropriate context,
	context using <u>detailed</u>	context using strong partial	context using <u>cursory</u>	the evidence is vague , or the
	evidence:	evidence:	evidence:	connection between the work
	 for how the context shapes 	 for how the context shapes 	 for how the context shapes 	and its context is <u>unclear</u> .
	or influences the work	or influences the work	or influences the work	
	• <u>and</u> for how the work	• <u>and</u> for how the work	• <u>or</u> for how the work	
	responds to or influences	responds to or influences	responds to or influences	
	the context	the context	the context	
Analyze or	The work is analyzed or	The work is analyzed or	The work is analyzed or	The work is analyzed or created in
Create Works	created in a way that clearly	created in a way that	created in a way that	a way that does not make
	and consistently makes	frequently makes explicit:	sometimes makes explicit:	explicit:
	explicit:	Key concepts or	Key concepts or	Key concepts or
	Key concepts or	Terminology or	Terminology or	Terminology or
	Terminology or	Techniques or	Techniques or	Techniques or
	Techniques or	 Methodologies 	Methodologies	 Methodologies
	Methodologies			

^{*}Works include: visual works, performances, texts, or other artifacts.

^{**}Appropriate contexts include: historical, geographical, social, political, cultural, linguistic, or aesthetic.

Historical Knowledge and Understanding SLOs:

- 1. Define and interpret primary and secondary historical sources.
- 2. Explain and evaluate the influence of historical agency (race, class, gender, region/location, or belief system) in the context of defined periods.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Define and	Primary and secondary	Primary and secondary sources	Primary and secondary sources	Primary and/or secondary
Interpret	sources are consistently	are frequently identified	are sometimes identified	sources are not used, or primary
Primary and	identified appropriately and	appropriately and distinguished	appropriately and distinguished	and secondary sources are rarely
Secondary	distinguished from each other,	from each other, and are	from each other, and are	identified appropriately and
Historical	and are interpreted with	interpreted with language that	interpreted with language that	distinguished from each other,
Sources	precise, detailed language	clarifies the content, context	clarifies the content of the	and are interpreted with
	that clarifies the content,	and potential limitations of the	source.	language that inadequately
	context and potential	source.		describes the content of the
	<u>limitations</u> of the source.			source.
Explain and	In the context of defined	In the context of defined	In the context of defined	In the context of defined periods,
Evaluate the	periods, historical agency is	periods, historical agency is	periods, historical agency is	historical agency is rarely
Influence of	consistently explained,	<u>frequently</u> explained, evaluated	sometimes explained,	explained, evaluated and used to
Historical	evaluated and used to draw	and used to draw informed	evaluated and used to draw	draw informed conclusions with
Agency*	informed conclusions with	conclusions with appropriate:	informed conclusions with	appropriate:
	appropriate:	 detail to contextualize the 	appropriate:	 detail to contextualize the
	 detail to contextualize the 	defined period	detail to contextualize the	defined period
	defined period	 supporting evidence to 	defined period	 supporting evidence to
	 supporting evidence to 	characterize historical	supporting evidence to	characterize historical agency
	characterize historical	agency	characterize historical	 critical analysis of historical
	agency	 critical analysis of historical 	agency	agency and its influence on the
	 critical analysis of historical 	agency and its influence on	 critical analysis of historical 	context.
	agency and its influence on	the context.	agency and its influence on	
	the context.		the context.	

^{*} Historical agency: race, class, gender, region/location, or belief system.