**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 Argument** | Student writing crafts an argument that:<br>• Includes a **sophisticated** controlling thesis.<br>• Is **well** supported by evidence, and<br>• Is organized appropriately, using **cohesive** transitions. | Student writing crafts an argument that:<br>• Includes a **controlling** thesis.<br>• Is **supported** by evidence, and<br>• Is organized appropriately, using **appropriate** transitions. | Student writing crafts an argument that:<br>• Includes a **generally controlling** thesis.<br>• Is **weakly** supported by evidence, and<br>• Is organized **somewhat** appropriately, using **some** transitions. | Student writing crafts a logical argument that:<br>• Does **not** include a controlling thesis.<br>• Is **weakly** supported by evidence, and<br>• Is organized in a way that is **hard to follow**, **rarely** uses transitions. |
| **Respond to Rhetorical Situations** | Student writing responds to rhetorical situations:<br>• **Effectively** addresses the purpose of the writing task.<br>• **Effectively** engages a specific audience. | Student writing responds to rhetorical situations:<br>• **Adequately** addresses the purpose of the writing task.<br>• **Adequately** engages a specific audience. | Student writing responds to rhetorical situations:<br>• **Inadequately** addresses the purpose of the writing task.<br>• **Inadequately** engages a specific audience. | Student writing responds to rhetorical situations:<br>• **Does not** address the purpose of the writing task.<br>• **Does not** engage a specific audience. |
| **Apply Conventions of English** (*appropriate for audience and purpose*) | Student writing demonstrates **clearly** expressed ideas that are appropriate to the audience through:<br>• **Appropriate** and **effective** diction and tone.<br>• **Accurate and effective** language choices such as conventions of English (e.g. grammar, syntax, usage, and spelling). | Student writing demonstrates **clearly** expressed ideas that are appropriate to the audience through:<br>• **Appropriate** diction and tone.<br>• **Effective** language choices such as conventions of English (e.g. grammar, syntax, usage, and spelling). | Student writing demonstrates **somewhat clearly** expressed ideas that are appropriate to the audience through:<br>• **Somewhat appropriate** diction and tone.<br>• **Somewhat effective** language choices such as conventions of English (e.g. grammar, syntax, usage, and spelling). | Student writing demonstrates **poorly** expressed ideas that are **rarely** appropriate to the audience through:<br>• **Inappropriate** diction and tone.<br>• **Ineffective** language choices such as conventions of English (e.g. grammar, syntax, usage, and spelling). |
| **Use Sources Ethically** (*integrate into work, document the use*) | Student writing demonstrates:<br>• Identification of sources using appropriate citation methods **precisely**.<br>• Evaluates and analyzes credible and appropriate sources **effectively**.<br>• Summary and/or paraphrase, and quotation of others' ideas and supporting details, **clearly** differentiated from student's own. | Student writing demonstrates:<br>• Identification of sources using appropriate citation methods **accurately**.<br>• Evaluates and analyzes credible and appropriate sources **adequately**.<br>• Summary and/or paraphrase, and quotation of others' ideas and supporting details, **consistently** differentiated from student's own. | Student writing demonstrates:<br>• Identification of sources using appropriate citation methods **partially**.<br>• Evaluates and analyzes credible and appropriate sources **superficially**.<br>• Summary and/or paraphrase, and quotation of others' ideas and supporting details, **inconsistently** differentiated from student's own. | Student writing demonstrates:<br>• Identification of sources using appropriate citation methods **rarely**.<br>• Evaluates and analyzes credible and appropriate sources **incompletely**.<br>• Summary and/or paraphrase, and quotation of others' ideas and supporting details, **not** differentiated 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 Expectations (2)** | **Does Not Meet Expectations (1)** |
|---|---|---|---|---|
| **Explain or use language appropriate for the audience, topic, and context.** | The speaker uses language that is **exceptionally** clear, vivid, and appropriate. | The speaker uses language that is **reasonably** clear, vivid, and appropriate. | The speaker uses language that is **unclear** and **not rhetorically appropriate**. | The speaker uses language that is **unclear** and **inappropriate or offensive**. |
| **Explain or use non-verbal behaviors that support the verbal message.** | The speaker demonstrates **exceptional** posture, gestures, bodily movement, facial expressions, eye contact, and use of dress. | The speaker demonstrates **acceptable** posture, gestures, facial expressions, eye contact, and use of dress. | The speaker **sometimes** demonstrates **acceptable** posture, gestures, facial expressions, eye contact, and dress. | The speaker **does not** use **acceptable** posture, gestures, facial expressions, eye contact, and dress. |
| **Provide supporting materials appropriate for the audience, topic, and context.** | The speaker uses supporting material that is **exceptional** in quality and variety. | The speaker uses supporting material that is **appropriate** in quality and variety. | The speaker **sometimes** uses supporting material that is **appropriate** in quality and variety. | The speaker uses **no** supporting material, or supporting material is **inappropriate** in quality and variety. |
| **Employ a Communication theory or strategy.** | Theoretical framework is **clearly** presented with an **in-depth** explanation of the concept. | Theoretical framework is presented with a **summary** explanation of the concept. | Theoretical framework is presented with a **partial** explanation of parts of the concept. | **No evidence** of use of a theoretical framework is presented. |
| **Use a Communication theory or concept to analyze messages.** | Theoretical framework is **comprehensively** related to the message. | Theoretical framework is **moderately** related to the message. | Theoretical framework is **minimally** related to the message. | **No explanation** is provided to relate a 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 Scientific Methods** | Student investigates phenomena of the physical or natural world through a **consistently careful** application of scientific methods, including:<br>• hypothesis or prediction*<br>• observation or experimentation with appropriate procedures or strategies<br>• data acquisition, and<br>• evaluation. | Student investigates phenomena of the physical or natural world through a **frequently careful** application of scientific methods, including:<br>• hypothesis or prediction*<br>• observation or experimentation<br>• data acquisition and<br>• evaluation. | Student investigates phenomena of the physical or natural world through a **sometimes careful** application of scientific methods, including:<br>• hypothesis or prediction*<br>• observation or experimentation<br>• data acquisition and<br>• evaluation. | Student investigates phenomena of the physical or natural world through a **rarely careful (or complete neglect of)** application of scientific methods, including:<br>• hypothesis or prediction*<br>• observation or experimentation<br>• data acquisition and<br>• evaluation. |
| **Represent and Report Scientific Data** | Scientific data are **consistently** represented and reported symbolically, graphically, or numerically with accuracy, in a way that provides for clear interpretation.** | Scientific data are **frequently** represented and reported symbolically, graphically, or numerically with accuracy, in a way that provides for clear interpretation.** | Scientific data are **sometimes** represented and reported symbolically, graphically, or numerically with accuracy, in a way that provides for clear interpretation.** | Scientific data are **rarely (or not at all)** represented and reported symbolically, graphically, or numerically with accuracy, in a way that provides for clear interpretation.** |
| **Interpret and Evaluate Scientific Data** | The student **consistently** interprets and evaluates scientific data in a **methodical, thorough** manner that **ensures** resulting conclusions are:<br>• logical **and** reasonable<br>• the student may also reflect on the conclusions to ensure they are reasonable, or identify a cause of inaccuracy or unreasonableness, if applicable. | The student **frequently** interprets and evaluates scientific data in a **methodical** manner that **allows for** conclusions that are:<br>• logical **and** reasonable<br>• the student may also reflect on the conclusions to ensure they are reasonable. | The student **sometimes** interprets and evaluates scientific data in a **methodical** manner that allows the student to draw conclusions that are:<br>• logical **and** reasonable. | The student **does not** interpret and evaluate scientific data in a **methodical** manner. This means the student draws **unsupported** conclusions, or conclusions that **may not be**:<br>• logical **or** reasonable. |

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

## 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 Influence** | Student **consistently** provides **detailed, thorough** explanations of how social, organizational, psychological, political, economic, historical, geographic, or cultural elements **influence and are influenced by** individuals or groups. | Student **frequently** provides explanations of how social, organizational, psychological, political, economic, historical, geographic, or cultural elements **influence and are influenced by** individuals or groups. | Student **sometimes** provides explanations of how social, organizational, psychological, political, economic, historical, geographic, or cultural elements **influence and are influenced by** individuals or groups. Explanations are often **summary** and **do not show the bidirectional nature of influence**. | Student **rarely** provides explanations of how social, organizational, psychological, political, economic, historical, geographic, or cultural elements **influence and are influenced by** individuals or groups. Explanations are often **vague or incomplete** and **do not show the bidirectional nature of influence**. |
| **Describe Theories & Concepts or Research Methods** | Student **consistently** offers **thorough, detailed, and accurate** descriptions of theories and concepts, or research methods used to investigate social or behavioral phenomena. | Student **frequently** offers **thorough, accurate** descriptions of theories and concepts, or research methods used to investigate social or behavioral phenomena. (Some descriptions may be general in nature or have minor inaccuracies.) | Student **sometimes** offers **thorough, accurate** descriptions of theories and concepts, or research methods used to investigate social or behavioral phenomena. (Descriptions are often general in nature and may have minor inaccuracies.) | Student **rarely** offers **accurate** descriptions of theories and concepts, or research methods used to investigate social or behavioral phenomena. (Descriptions are often general in nature or missing key elements and may have major inaccuracies.) |
| **Identify and Describe Ethical Issues*** | Student **accurately** identifies and gives a **detailed** description of ethical issues* that pertain to a social context or phenomenon, **highlighting potentially problematic elements** within the situation, **or identifying possibilities for resolution**. | Student **accurately** identifies and gives a **summary** description of ethical issues* that pertain to a social context or phenomenon, **briefly highlighting potentially problematic elements** within the situation, **or briefly identifying possibilities for resolution**. | Student **vaguely** identifies and gives a **summary** description of ethical issues* that pertain to a social context or phenomenon, **offering vague reference to potentially problematic elements** within the situation, **or brief identification of unrealistic or inappropriate possibilities for resolution**. | Student **vaguely** identifies and gives a **partial** description of ethical issues* that pertain to a social context or phenomenon, **offering only a token mention of potentially problematic elements** within the situation, **or brief identification of unrealistic or inappropriate possibilities for 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 Information into Mathematical Form** | Given an authentic context, information is **consistently** converted into an appropriate mathematical form* with accuracy, in a way that provides for clear interpretation.** | Given an authentic context, information is **frequently** converted into an appropriate mathematical form* with accuracy, in a way that provided for clear interpretation.** | Given an authentic context, information is **sometimes** converted into an appropriate mathematical form* with accuracy, in a way that somewhat provides for clear interpretation.** | Given an authentic context, information is **rarely** converted into an appropriate mathematical form* with accuracy, in a way that does not provide for clear interpretation.** |
| **Use Math to Solve Problems** | Arithmetic, algebra, geometry, statistics, or logic is **consistently** used to solve problems correctly in an authentic context with appropriate:<br>• procedures or strategies<br>• precision<br>• units<br>(few to no inaccuracies in above) | Arithmetic, algebra, geometry, statistics, or logic is **frequently** used to solve problems correctly in an authentic context with appropriate:<br>• procedures or strategies<br>• precision<br>• Units<br>(may include minor inaccuracies in above) | Arithmetic, algebra, geometry, statistics, or logic is **sometimes** used to solve problems correctly in an authentic context with appropriate:<br>• procedures or strategies<br>• precision<br>• units<br>(may include major or minor inaccuracies in above) | Arithmetic, algebra, geometry, statistics, or logic is **rarely** used to solve problems correctly in an authentic context with appropriate:<br>• procedures or strategies<br>• precision<br>• Units<br>(may include major inaccuracies in above) |
| **Interpret Calculated Results** | The significance, reasonableness, or implications of calculated results are **consistently** interpreted with:<br>• accuracy<br>• appropriate level of precision<br>• appropriate level of detail to communicate ideas clearly<br>(few to no inaccuracies in above) | The significance, reasonableness, or implications of calculated results are **frequently** interpreted with:<br>• accuracy<br>• appropriate level of precision<br>• appropriate level of detail to communicate ideas clearly<br>(may include minor inaccuracies in above) | The significance, reasonableness, or implications of calculated results are **sometimes** interpreted with:<br>• accuracy<br>• appropriate level of precision<br>• appropriate level of detail to communicate ideas clearly<br>(may include major or minor inaccuracies in above) | The significance, reasonableness, or implications of calculated results are **rarely** interpreted with:<br>• accuracy<br>• appropriate level of precision<br>• appropriate level of detail to communicate ideas clearly<br>(may include major 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 Technologies** | Student identifies and solves problems, makes informed decisions, communicates or creates information in a way that **knowledgeably and skillfully integrates appropriate** current, relevant technologies. | Student identifies and solves problems, makes informed decisions, communicates or creates information in a way that **adequately integrates appropriate** current, relevant technologies. | Student identifies and solves problems, makes informed decisions, communicates or creates information in a way that **displays minimal use of appropriate** current, relevant technologies. | Student identifies and solves problems, makes informed decisions, communicates or creates information in a way that **displays token use of appropriate** current, relevant technologies, or uses **outdated or unsuitably matched** technologies. |
| **Evaluate Sources for Use in Academic, Professional, or Personal Contexts** | Sources used **consistently** show appropriate:<br>• authority (high quality)<br>• relevance (sources align to the topic)<br>• accuracy. | Sources used **frequently** show appropriate:<br>• authority (quality may be questionable or unclear)<br>• relevance (sources align to the topic)<br>• accuracy (minor inaccuracies). | Sources used **sometimes** show appropriate:<br>• authority (quality may be questionable or unclear)<br>• relevance (sources may not align to the topic)<br>• accuracy (minor inaccuracies or major inaccuracies). | Sources used **rarely** show appropriate:<br>• authority (quality may be questionable or unclear)<br>• relevance (sources may not align to the topic)<br>• accuracy (minor inaccuracies or major inaccuracies). |
| **Identify Ethical Issues*** | Ethical issues related to access or use of information are identified in a way that makes key features **clear**, and are described in a **detailed** manner. | Ethical issues related to access or use of information are identified in a way that makes **some** key features **clear**, and are described in a **summary** manner. | Ethical issues related to access or use of information are identified in a way that makes key features **somewhat clear**, and are described in a **cursory** manner. | Ethical issues related to access or use of information are identified in a way that **does not** make key features **clear**, and descriptions are vague and hard to 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 Annotated List of Topics to Illustrate Ethical Issues 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 Expectations** | **Level 1: Does Not Meet Expectations** |
|---|---|---|---|---|
| **Identify and describe key features of works*** | Appropriate features of works are **consistently** identified and are described **thoroughly,** with **uniform accuracy.** | Appropriate features of works are **frequently** identified and are described **summarily,** with **accuracy.** | Appropriate features of works are **sometimes** identified and are described **summarily,** with **minor inaccuracies.** | Appropriate features of works are **rarely** identified and/or are described **summarily,** with **major inaccuracies.** |
| **Relate works to context** | **Several** key features of works are related to an appropriate context using **detailed** evidence:<br>• for how the context shapes or influences the work<br>• **and** for how the work responds to or influences the context | **Some** key features of works are related to an appropriate context using **strong partial** evidence:<br>• for how the context shapes or influences the work<br>• **and** for how the work responds to or influences the context | **A few** key features of works are related to an appropriate context using **cursory** evidence:<br>• for how the context shapes or influences the work<br>• **or** for how the work responds to or influences the context | Key features of works are **not** related to an appropriate context, the evidence is **vague**, or the connection between the work and its context is **unclear**. |
| **Analyze or Create Works** | The work is analyzed or created in a way that **clearly** and **consistently** makes explicit:<br>• Key concepts or<br>• Terminology or<br>• Techniques or<br>• Methodologies | The work is analyzed or created in a way that **frequently** makes explicit:<br>• Key concepts or<br>• Terminology or<br>• Techniques or<br>• Methodologies | The work is analyzed or created in a way that **sometimes** makes explicit:<br>• Key concepts or<br>• Terminology or<br>• Techniques or<br>• Methodologies | The work is analyzed or created in a way that **does not** make explicit:<br>• Key concepts or<br>• Terminology or<br>• Techniques or<br>• 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 Interpret Primary and Secondary Historical Sources** | Primary and secondary sources are **consistently** identified appropriately and distinguished from each other, and are interpreted with **precise**, **detailed** language that clarifies the **content, context and potential limitations** of the source. | Primary and secondary sources are **frequently** identified appropriately and distinguished from each other, and are interpreted with language that clarifies the **content, context and potential limitations** of the source. | Primary and secondary sources are **sometimes** identified appropriately and distinguished from each other, and are interpreted with language that clarifies the **content** of the source. | Primary and/or secondary sources are not used, or primary and secondary sources are **rarely** identified appropriately and distinguished from each other, and are interpreted with language that **inadequately** describes the **content** of the source. |
| **Explain and Evaluate the Influence of Historical Agency*** | In the context of defined periods, historical agency is **consistently** explained, evaluated and used to draw informed conclusions with appropriate:<br>• detail to contextualize the defined period<br>• supporting evidence to characterize historical agency<br>• critical analysis of historical agency and its influence on the context. | In the context of defined periods, historical agency is **frequently** explained, evaluated and used to draw informed conclusions with appropriate:<br>• detail to contextualize the defined period<br>• supporting evidence to characterize historical agency<br>• critical analysis of historical agency and its influence on the context. | In the context of defined periods, historical agency is **sometimes** explained, evaluated and used to draw informed conclusions with appropriate:<br>• detail to contextualize the defined period<br>• supporting evidence to characterize historical agency<br>• critical analysis of historical agency and its influence on the context. | In the context of defined periods, historical agency is **rarely** explained, evaluated and used to draw informed conclusions with appropriate:<br>• detail to contextualize the defined period<br>• supporting evidence to characterize historical agency<br>• critical analysis of historical agency and its influence on the context. |

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