

	Capstone 4	Milestones 3 2		Benchmark 1
Primary source analysis (Objective 1)	Takes information from primary source(s) with enough interpretation/evaluation to develop a persuasive analysis or synthesis.	Takes information from primary source(s) with enough information/evaluation to develop a coherent analysis or synthesis.	Takes information from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Takes information from source(s) without any interpretation/evaluation.
Thinking and doing history (Objective 2)	Describes historical developments, compares historical periods, synthesizes data from a variety of sources, and frames historical narratives in a way that illustrates mastery of the subject and conveys the writer's knowledge of context, causality, contingency, and complexity	Describes historical developments, compares historical periods, synthesizes data from a variety of sources, and frames historical narratives in a way that explores ideas and conveys the writer's knowledge of context, causality, contingency, and complexity.	Uses appropriate and relevant content to develop and explore ideas.	Uses appropriate and relevant content to develop simple ideas.
Knowledge of human diversity (Objective 3)	Demonstrates sophisticated knowledge of human diversity and how cultural beliefs and sensibilities shape people's perceptions and actions	Demonstrates knowledge of human diversity how cultural beliefs and sensibilities shape people's perceptions and actions	Demonstrates some knowledge of human diversity	Has minimal knowledge of cultural diversity
Historical research tools (Objective 4)	Utilizes effectively and ethically a variety of historical research tools in print and electronic formats (citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution)	Utilizes historical research tools adequately (citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution)	Utilizes historical research tools with some difficulties (citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution).	Utilizes historical research tools evidence of clear misunderstandings (citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution).
Conclusions and related outcomes (Objective 5.1)	Crafts conclusions and related outcomes (implications and consequences) that are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Crafts conclusions that are logically tied to a range of information, including opposing viewpoints; identifies related outcomes (consequences and implications) clearly.	Crafts conclusions that are logically tied to information (because information is chosen to fit the desired conclusion); identifies some related outcomes (consequences and implications) clearly.	Crafts conclusions that are inconsistently tied to some of the information discussed'; oversimplifies related outcomes (consequences and implications)
Genre and Disciplinary Conventions (Objective 5.2)	Demonstrates detailed attention to organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Control of Syntax and Mechanics (Objective 5.3)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Lifelong Learning & Civic-Minded Citizenship (Objective 6)	Demonstrates sensibilities and skills for lifelong learning and civic-minded citizenship including curiosity, initiative, independence, and reflection	Demonstrates some curiosity, initiative, independence, and reflection	Demonstrates emerging curiosity, initiative, independence, and reflection	Demonstrates little curiosity, initiative, independence, and reflection