Assessment **Continuity and Change**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria for Historical Thinking** | **Very well** | **To some extent** | **To a limited degree** | **Not at all** | **Not applicable** |
| Student uses the **conventions and** **vocabulary** of chronology. |  |  |  |  |  |
| Student creates a **chronology** (e.g., a timeline) that shows continuity and change existing together. |  |  |  |  |  |
| Student demonstrates understanding that **change is a process**, by identifying an example of change that varies in pace or pattern. |  |  |  |  |  |
| Student identifies **turning points:** moments when the process of change shifts in direction or pace. |  |  |  |  |  |
| Student uses the terms ***progress* and** ***decline*** to describe a broad evaluation of the direction of change over time. |  |  |  |  |  |
| Student considers the impacts of change on more than one group of people, noting that **progress for one people may be decline for another.** |  |  |  |  |  |
| Student uses criteria to **define a period** **of history,** and explains why alternative definitions might be plausible. |  |  |  |  |  |

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