

Introducing Performance Tasks

The performance-based assessments for the historical units of the Pre-AP World History and Geography course include two closely related parts:

Part 1: Source Analysis

Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. Some sources have been edited for the purposes of this exercise. This is designed for a 45-minute class period.

Part 2: Evidence-Based Essay

Students build on the analysis work and outline they completed in Part 1 as they write an evidence-based essay. This is also designed for a 45-minute class period, and it assumes that students have already completed Part 1.

Administering Performance Tasks

Students should only be given Part 2 in the latter half of the course. Since individual schools teach different historical periods based on local decisions and standards, we have included Part 2 for all periods except Geography and World Regions and The Ancient Period, which only include Part 1.

Please follow the guidelines below to determine whether to administer only one or both parts of the performance assessment. This will vary by school according to the historical units selected for your course.

- For the first two units taught, students should only be expected to complete Part 1.
- For the third and fourth units, students should complete both Part 1 and Part 2.

This allows students to have two experiences of source analysis without having to produce a full essay. Later in the year, students are more prepared to turn their source-analysis work into a full essay, and they do so for the third and fourth assessments.

The Classical Period, c. 600 BCE to c. 600 CE: Performance Task

Part 1: Source-Analysis Tasks

Directions: Closely read and examine the sources provided in order to complete a series of source-analysis tasks that result in a thesis statement and multiparagraph outline. The sources and tasks relate to the following evidence-based prompt:

Evidence-Based Prompt: Analyze the factors that contributed to the development and growth of transregional trade in the Classical Period.

Task A: Analyze the prompt

Focus: Break down the prompt, access prior knowledge, and sort evidence

Task B: Build the thesis from evidence

Focus: Analyze the evidence, generate initial claims, draft a thesis, and contextualize the thesis

Task C: Create an outline

Focus: Create an outline using topic sentences and supporting details

Evidence-Based Prompt: Analyze the factors that contributed to the development and growth of transregional trade in the Classical Period.

SOURCE 1

Excerpt from Pericles's speech marking recent Athenian war deaths, as recorded by Thucydides in the *History of the Peloponnesian War*, fifth century BCE

And we have not forgotten to provide for our weary spirits many relaxations from toil; our homes are beautiful and elegant; and the delight which we daily feel in all these things helps to banish sorrow. Because of the greatness of our city the fruits of the whole earth flow in upon us; so that we enjoy the goods of other countries as freely as our own.

Our city is thrown open to the trade of the world, and we never expel a foreigner or prevent him from seeing or learning anything of which the secret if revealed to an enemy might profit him.

SOURCE 2

Excerpt from Kautilya's *Arthashastra*, a treatise recommending government policies for Chandragupta Maurya, the first Mauryan emperor, third century BCE

The royal official shall receive only such gold coins as have been declared to be pure by the state examiner of coins. Counterfeit coins shall be cut into pieces. Whoever brings in counterfeit coins shall be punished severely. Grains, pure and fresh, shall be received in full and complete measures; otherwise a fine for double the value of the grains shall be imposed. The same rule shall hold good for the receipt of all merchandise and raw materials.

SOURCE 3

Remnants of the roman roads in modern-day Jordan in the Middle East (first image) and Spain (second image), constructed between third century BCE and second century CE



Richard Yoshida / Shutterstock



Brian Maudsley / Shutterstock

SOURCE 4

Excerpt from Chao Tso's "Memorial on the Encouragement of Agriculture," written in 178 BCE. Chao Tso was a statesman within the Han Empire.

Now pearls, jewels, gold, and silver can neither allay hunger nor keep out the cold, and yet the people all hold them dear because they are things used by the ruler. They are light and easy to store, and one who holds them in his grasp may roam the world and never fear hunger or cold. They cause ministers lightly to turn their backs upon their lords and the people easily to leave their villages; they provide an incentive for thieves and a light form of wealth for fugitives.

Grains and fibers, on the other hand, are produced from the land, nurtured through the seasons, and harvested with labor; they cannot be gotten in a day. Several measures of grain or cloth are too heavy for an average man to carry and so provide no reward for crime and evil. Yet if people go without them for one day they will face hunger and cold. Therefore, an enlightened ruler esteems the five grains and despises gold and jewels.

SOURCE 5

Excerpt from Caesar Augustus's *The Deeds of the Divine Augustus*, 14 CE. Caesar Augustus was the first Roman emperor.

I restored peace to the sea from pirates.

I extended the borders of all the provinces of the Roman people. I restored peace to the provinces of Gaul and Spain, likewise Germany. By my order two armies were led at about the same time into Ethiopia and into that part of Arabia, and the troops of each nation of enemies were slaughtered in battle and many towns captured.

I added Egypt to the rule of the Roman people.

I founded colonies of soldiers in Africa, Sicily, Macedonia.

SOURCE 6

Map depicting the locations contained in *The Periplus of the Red Sea*, a descriptive list of useful ports in the Red Sea and Indian Ocean by an anonymous author, first century CE



SOURCE 7

Foreigner depicted as a camel driver, Chinese terracotta sculpture,
c. fifth century CE



Musée Cernuschi

Task A: Analyze the Prompt

Evidence-Based Prompt: Analyze the factors that contributed to the development and growth of transregional trade in the Classical Period.

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

2. What do you know about this topic? What prior knowledge can you bring to this prompt?

3. Circle the disciplinary reasoning skill that best addresses the prompt. Briefly explain why.

Comparison

Causation

Continuity and Change over Time

4. Before evaluating the documents, what are some factors that you can recall that might be related to this prompt?

Task B: Build the Thesis from Evidence

Analyze the documents

1. Use the graphic organizer to sort evidence from the sources that is potentially relevant to the prompt. Be sure to cite the number of the source.

Record relevant details	Analysis: Explain how these details contributed to the development and growth of transregional trade
Evidence from the documents	Evidence from the documents
Evidence from outside the documents	Evidence from outside the documents

2. Synthesize information from the chart above into three general factors. Explain how each of these factors contributed to the development and growth of transregional trade. Be sure to cite the number of the source.

Factor 1	Factor 2	Factor 3

Develop and refine your thesis

1. The first word of the evidence-based prompt is *analyze*. Analysis goes beyond identification to create a position explaining how or why some factors are more significant than others. Circle the method below that would be most useful in ordering/ranking the significance of the three factors you have synthesized.
 - i. Geographic scope: ordering the factors from widest geographic scope to narrowest geographic scope
 - ii. Duration of impact: ordering the factors from longest-term impact to shortest-term impact
 - iii. Historical change: ordering the factors from having caused the most amount of change to having caused the least amount of change

2. Now that you have chosen a method by which to evaluate them, rank the three factors. For each factor, create specific rationales regarding why each one is the most, second most, and least significant according to the method you have chosen (geographic scope, duration of impact, historical change). Each row will help you to order claims in the argument outline.

Factor	Rationale for ranking
Most significant factor	Why is this the most significant?
Second most significant factor	Why is this the second most significant?
Least significant factor	Why is this the least significant?

3. Write a two-sentence thesis using the chart you just completed. Create the first sentence of your thesis by summarizing your argument for why your chosen factors are the most significant.

4. Create the second sentence of your thesis by summarizing your argument for why the remaining factors are less significant. Consider using *while* and *although* to form a dependent clause.

5. What additional information would help set the stage for your overall argument? List one or two relevant historical, geographic, cultural, political, economic, or social trends or developments that will contextualize your thesis.

Task C: Create an Outline

Organize and expand upon your work from tasks A and B using the following outline. On the solid lines, write in complete sentences. On the dotted lines, write brief notes in the form of words, phrases, or abbreviations.

Introduction (contextualize your position and state your thesis)

Context:

Thesis:

Body Paragraph 1 (first claim that supports your position)

Topic Sentence:

Supporting Evidence:

Supporting Evidence:

Supporting Evidence (if needed):

Body Paragraph 2 (second claim that supports your position)

Topic Sentence:

Supporting Evidence:

Supporting Evidence:

Supporting Evidence (if needed):

Body Paragraph 3 (counterclaim)

Topic Sentence:

Supporting Evidence:

Part 1: Scoring Guidelines

Evaluation Criteria	Available Score Points	Decision Rules
Task A: Analyze the prompt (0–2 points)	1 point. Accurately rephrases the prompt.	To earn this point, the response must provide a clear and accurate rephrasing of the prompt.
	1 point. Outlines relevant prior knowledge.	To earn this point, the response must provide at least two examples of relevant prior knowledge.
Task B: Build the thesis (0–4 points)	1 point. Analyzes and sorts the evidence based on the prompt.	To earn this point, the response must appropriately sort and classify the evidence based on the prompt.
	1 point. Provides at least two distinct claims, in note form, that establish a line of reasoning in response to the prompt.	To earn this point, at least two claims must be provided that relate logically to the prompt.
	1 point. Drafts a thesis statement that accounts for a relevant counterargument.	To earn this point, the thesis must connect to the claims and go beyond rephrasing the prompt by taking a clear position and acknowledging a relevant counterargument.
	1 point. Provides at least two additional pieces of relevant evidence in note form.	To earn this point, the response must include at least two additional pieces of relevant evidence. Response can draw upon prior knowledge provided in Task A.
Task C: Create an outline (0–4 points)	1 point. Plans an opening paragraph with a topic sentence, supporting evidence, and a thesis statement.	To earn this point, the thesis should articulate a precise claim, and the supporting evidence must support the thesis.
	1 point. Plans a body paragraph with a full topic sentence and supporting evidence.	To earn this point, the topic sentence must relate to the thesis. Supporting evidence must be noted with key words and phrases.
	1 point. Plans a second body paragraph with a full topic sentence and supporting evidence.	To earn this point, the topic sentence must relate to the thesis. Supporting evidence must be noted with key words and phrases.
	1 point. Plans a third paragraph articulating a counterclaim with a full topic sentence and supporting evidence.	To earn this point, the third paragraph must articulate a counterclaim with a full topic sentence. Supporting evidence must be noted with key words and phrases.

Part 2: Evidence-Based Essay

Directions: Use the sources provided and your completed source-analysis tasks from Part 1 to respond to the following evidence-based prompt:

***Evidence-Based Prompt:** Analyze the factors that contributed to the development and growth of transregional trade in the Classical Period.*

Your response should include the following elements:

Contextualization: Describe a broader historical context relevant to the prompt.

Thesis: Respond to the prompt with a historically defensible thesis that establishes a line of reasoning.

Argument development: Demonstrate a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Use of the documents: Support the argument with evidence from at least three of the provided documents.

Outside evidence: Provide at least one example or additional piece of specific evidence to support or qualify the argument beyond those found in the documents.

Part 2: Scoring Guidelines

Evaluation Criteria	Available Score Points	Decision Rules
Thesis/Claim (0–1 point)	1 point. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
Contextualization (0–1 point)	1 point. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the prompt. This point is not awarded for merely a phrase or reference.
Evidence (0–3 points)	Evidence <i>from</i> the documents 1 point. Uses at least three documents to address the topic of the prompt. OR 2 points. Uses at least five documents to support an argument in response to the prompt.	To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents. To earn two points, the response must accurately describe—rather than simply quote—the content from at least five documents AND use the content of the documents to support an argument in response to the prompt.
	Evidence <i>beyond</i> the documents 1 point. Uses at least one additional piece of specific historical evidence (beyond the documents) relevant to an argument about the prompt.	To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
Analysis and reasoning (0–1 point)	1 point. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.	To earn this point, the response must qualify or modify an argument by explaining how diverse or alternative views or evidence can explain: <ul style="list-style-type: none"> • Both similarity and difference • Both continuity and change • Multiple causes • Both cause and effect