

Moving Toward Powerful Understanding: Continuity and Change¹

	Level 4	Level 3	Level 2	Level 1
Chronology, Continuity, and Change	Student is able to formulate and develop chronologies to create a strong understanding of change.	Student is able to organize chronologies to understand change.	Student is able to list events in chronological order, but struggles to examine how it relates to change.	Student struggles to grasp chronologies or how they apply to continuity and change.
Change as a process and turning points	Student is able to assemble strong arguments about the process of change by investigating the rate and direction of change.	Student is able to analyze the rate and direction of change as well as pinpoint turning points.	Student is able to identify turning points, but may not comment on the rate or direction of change.	Student primarily sees the past as a series of events.
Progress and Decline	Student is able to investigate the past to find the out how it may have led to a progress or decline of particular topics and issues.	Student is able to distinguish how change over time can be perceived as progress or decline, while keeping in mind perspectives.	Student is able to describe the how the past may be seen as progress or decline, but does not always apply it different perspectives.	Student universally applies progress or decline to all groups and places.
Periodization	Student is able to assemble their own periodization for study and they use this to enhance their investigation.	Student is able to use periodization to define their research basis.	Student is able to recognize periodization, but does not use that to their advantage in research.	Student does not use periodization to help define their work and thinks of periods as fixed.

¹ Peter Saxias and Tom Morton, *The Big Historical Thinking Concepts* (Toronto: Nelson, 2013), p. 86.