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| **Define:** A definition requires a student to provide a meaning for a word or concept. Examples may help to demonstrate understanding of the definition. Students may be instructed to note the term's significance as part of the definition. *Define*: write out the definition of the term given (bread and butter point here, generally lead off section of FRQ’s- 1pt) *Example*: write about real world places, patterns or processes about which the question is asking (generally 1pt per example) | **Analyze:** This task usually requires separating a phenomenon into its component parts or characteristics as a way of understanding the whole. An analysis should yield explicit conclusions that are explained or supported by specific evidence and/or well-reasoned arguments. *Analyze*: determine component parts and examine their nature and relationship (generally more complex answer required 1-2 pts) |
| **List/Identify:** Listing or identifying is a task that requires no more than a simple enumeration of some factors or characteristics. A list does not require any causal explanations. For example, a student might be asked to list or identify three characteristics Presidents consider when making appointments. Such a list, which could be bulleted or numbered, and might include party, race, gender, etc. *Identify*: establish or indicate who or what (someone or something) is, often a list (generally 1pt for the list) | **Evaluate/Assess:** An evaluation or assessment involves considering how well something meets a certain standard, and as such generally requires a thesis. It is important to identify the criteria used in the evaluation. If no criteria are explicitly given in the question, students should take care to clearly identify the ones that they choose to employ. Specific examples may be applied to the criteria to support the student's thesis. Evaluation or assessment requires explicit connections between the thesis or argument and the supporting evidence. *Assess/Evaluate*: judge the value or character of something; evaluate the positive points and the negative ones; discuss the advantages and disadvantages of (generally more complex answer required 1-2 pts) |
| **Compare/Contrast:** This task requires students to make specific links between two or more concepts or phenomena. They should understand that it is important to note similarities AND differences between the concepts or phenomena under consideration. *Compare*: examine in order to show similarities (1pt) *Contrast*: examine in order to show differences (1pt) | **Describe**: A description involves providing a depiction or portrayal of a phenomenon or its most significant characteristics. Descriptions most often address "what" questions. For example, if students are asked to describe reasons for the decline in voter turnout, in the description they must do more than simply list facts - they must actually describe the reasons. For example, students may explain that the expansion of suffrage led to decline in overall voter turnout because once voting was made available to more individuals, the overall percentage of those voting declined. *Describe*: give an account of; tell about; give a word picture of (again bread and butter point here, generally lead off section of FRQ’s- 1pt) *Example*: write about real world places, patterns or processes about which the question is asking (generally 1pt per example) |
| **Explain:** An explanation involves the exploration of possible causal relationships. When providing explanations, students should identify and discuss logical connections or causal patterns that exist between or among various political phenomena. *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of (more detail than a describe, 2 pts) | **Discuss:** Discussions generally require that students explore relationships between different concepts or phenomena. Identifying, describing, and explaining could be required tasks involved in writing a satisfactory discussion. *Discuss*: consider or examine from various points of view; debate; present the different sides of (more depth, generally 2 pts) |