

ARCH Historical Thinking Skills Rubric - Elementary

Criteria	Close-Reading Strategies		Strategies/Procedural Concepts		Procedural Concepts	
	Sourcing	Critical Reading (Author's Craft)	Corroboration	Contextualization	Claim	Evidence
4	<ul style="list-style-type: none"> ▪ Identifies all author(s) and the original dates of a variety of primary and secondary sources. ▪ Evaluates the reliability of the source(s), based on when and why they were written and the author's perspective. 	<ul style="list-style-type: none"> ▪ Identifies the author's viewpoint and claims, based on what is written and what the author leaves out. ▪ Cites examples of how the author uses persuasive language, and specific words and phrases, to influence the reader. 	Analyzes multiple accounts of the same event or topic, noting important similarities and differences.	<ul style="list-style-type: none"> ▪ Applies prior and new knowledge to determine the historical setting of the source. ▪ Uses that setting to attempt to interpret the source within that historical context, as opposed to a "present-day mindset." 	Formulates plausible interpretation, argument, or claim based on an evaluation of the evidence found in a variety of primary and secondary sources.	Justifies claims using appropriate, direct evidence from a variety of reliable sources.
3	<ul style="list-style-type: none"> ▪ Identifies most author(s) and the original dates of a variety of primary and secondary sources. ▪ Examines the reliability of the source(s), based on when and why they were written and the author's perspective. 	<ul style="list-style-type: none"> ▪ Identifies the author's viewpoint and claims, based on what is written. ▪ Identifies at least one way the author attempts to influence the reader (persuasive language, specific words and phrases, etc.). 	Identifies similarities and differences by comparing information and perspectives in multiple documents.	<ul style="list-style-type: none"> ▪ Applies prior and new knowledge to determine the historical setting of the source. ▪ May attempt to interpret some with a "present-day mindset." 	Generates a reasonable interpretation, argument, or claim based on an evaluation of the evidence found in selected primary and secondary sources.	Justifies claims using some appropriate, direct evidence from a variety of reliable sources.
2	<ul style="list-style-type: none"> ▪ Identifies some author(s) and some original dates of primary and secondary sources. ▪ Attempts to evaluate the reliability of the source(s). 	<ul style="list-style-type: none"> ▪ Attempts to identify the author's viewpoint and claim. ▪ Attempts to identify how the author tries to influence the reader. 	Identifies similarities and differences in two or more sources.	Attempts to determine the historical setting of the source.	States an interpretation, argument, or claim that may or may not be based on the evidence found in selected primary and secondary sources.	Justifies claims using generalizations or limited, appropriate, direct evidence.
1	<ul style="list-style-type: none"> ▪ Identifies few author(s) and few original dates of primary and secondary sources. ▪ Does not attempt to evaluate the reliability of the source(s). 	Demonstrates little to no attempt to identify the author's viewpoint or claim.	Demonstrates little to no attempt to examine documents for corroborating or conflicting evidence.	Demonstrates no attempt to understand the historical setting of the source.	Does not state an original claim, argument, or interpretation.	Does not justify or support claims using appropriate, direct evidence.