Historical Thinking Skills Scoring Rubric

Criteria	Close Reading Strategies		Strategies/Procedural Concepts		Procedural Concepts	
	Sourcing	Critical Reading	Corroboration	Contextualizing	Claim	Evidence
4	*Identification:* Fully understands the meaning and content of the source. *Attribution:* Cites all author(s) and identifies original dates of primary and secondary sources. *Perspective:* Evaluates the reliability of the sources based on when and why the document was written and the author's perspective.	▪ Questions author's thesis, determines viewpoint, and evidence to evaluate their claims, highlighting what the author leaves out. ▪ Cites examples of how author uses persuasive language, specific works and phrases, and notes attempt to influence the reader. ▪ Seeks answers to questions left unanswered by text to formulate own interpretation.	Constructs interpretation of events using information and perspectives given about the same topic in multiple texts. Identifies consistencies and inconsistencies among various accounts.	Applies prior and new knowledge to determine the historical setting of the sources and uses that setting to interpret the sources within that historical context as opposed to a "present-day mindset."	Formulates plausible interpretation, argument, or claim based on the evaluation of evidence found in a variety of primary and secondary sources.	Justifies claims using appropriate, direct evidence from a variety of reliable sources.
3	*Identification:* Mostly understands the meaning and content of the source. *Attribution:* Cites most author(s) and identifies most original dates of primary and secondary sources. *Perspective:* Examines the reliability of the sources based on when and why the document was written and the author's perspective.	▪ Analyzes author's thesis, determines viewpoint, and evidence to evaluate their claims, highlighting what the author leaves out. ▪ Cites examples of how author uses persuasive language, specific works and phrases, and notes attempt to influence the reader. ▪ Notes that author left some questions unanswered.	Explains similarities and differences by comparing information and perspectives of multiple documents.	Applies prior and new knowledge to determine the historical setting of the sources. May attempt to interpret some with a "present-day mindset," or with a limited application to the historical context.	Generates a reasonable interpretation, argument, or claim based on the evaluation of evidence found in selected primary and secondary sources.	Justifies claims using some appropriate, direct evidence from a variety of reliable sources.
2	*Identification:* Understands the meaning and content of the source with appropriate scaffolding and support. *Attribution:* Cites some author(s) and identifies some original dates of primary and secondary sources. *Perspective:* Attempts to evaluate the reliability of the sources.	▪ States author's claim(s) and evidence presented to prove claims. ▪ Determines author's viewpoint. ▪ Notes how language is used to persuade.	Identifies similarities and differences in information in multiple texts.	Attempts to determine the historical setting of the source without fully understanding the historical context.	States an interpretation, argument, or claim that may or may not based on evidence found in selected primary and secondary sources.	Justifies claims using generalizations, or using limited appropriate direct evidence.
1	*Identification:* Attempts to understand the meaning and content of the source with appropriate scaffolding and support. *Attribution:* Cites few author(s) and identifies few original dates of primary and secondary sources. *Perspective:* Does not adequately examine reliability.	Attempts to identify author's claims, viewpoint, or evidence	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.