

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 authors and all original dates of primary and secondary sources. ▪ Evaluates the reliability of sources based on the author's perspective and when and why they were produced. 	<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 sources. ▪ Uses the setting to attempt an interpretation of the sources within that historical context, as opposed to a present-day mindset. 	Formulates a 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 authors and most original dates of a variety of primary and secondary sources. ▪ Examines the reliability of sources based on the author's perspective and when and why they were produced. 	<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 through persuasive language and specific words and phrases. 	Identifies similarities and differences by comparing information and perspectives in multiple sources.	<ul style="list-style-type: none"> ▪ Applies prior and new knowledge to determine the historical setting of sources. ▪ May attempt an interpretation of sources 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 authors and some original dates of primary and secondary sources. ▪ Attempts to evaluate the reliability of sources. 	<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 sources.	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 authors and few original dates of primary and secondary sources. ▪ Does not attempt to evaluate the reliability of sources. 	Demonstrates little to no attempt to identify the author's viewpoint or claim.	Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.	Demonstrates no attempt to understand the historical setting of sources.	Does not state an original claim, argument, or interpretation.	Does not justify or support claims using appropriate direct evidence.