<table>
<thead>
<tr>
<th>Criteria</th>
<th>Close Reading Strategies</th>
<th>Strategies/Procedural Concepts</th>
<th>Procedural Concepts</th>
</tr>
</thead>
</table>
| **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.  
| Corroboration | • Constructs interpretation of events using information and perspectives given about the same topic in multiple texts. Identifies consistencies and inconsistencies among various accounts.  
| Contextualizing | • 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 be 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  
| | 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. |