# ARCH Historical Thinking Skills Rubric – Elementary

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sourcing</th>
<th>Critical Reading (Author’s Craft)</th>
<th>Corroboration</th>
<th>Contextualization</th>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 4        | ▪ 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.  
▪ 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. | ▪ 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. | ▪ 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        | ▪ 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.  
▪ 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 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. | ▪ 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        | ▪ Identifies some authors and some original dates of primary and secondary sources.  
▪ Attempts to evaluate the reliability of sources.  
▪ Attempts to identify the author’s viewpoint and claim.  
▪ Attempts to identify how the author tries to influence the reader. | ▪ 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        | ▪ 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 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. |