

Primary Source Rubric

Adapted from Stanford History Education Group's [Historical Thinking Chart](#)

	Emerging (1-Point)	Developing (2-Points)	Proficient (3-Points)	Exemplary (4-Points)
Sourcing	Identification: Attempts to understand the meaning and content of sources with the appropriate scaffolding and support. Attribution: Cites a few authors or original dates of primary and secondary sources. Perspective: Does not adequately examine reliability.	Identification: Understand sources' meaning and content with appropriate scaffolding and support. Attribution: Cites some authors and some original dates of primary and secondary sources. Perspective: Attempts to evaluate the reliability of sources.	Identification: Mostly understands the meaning and content of sources. Attribution: Cites most authors and most original dates of primary and secondary sources. Perspective: Examines the reliability of sources based on the author's perspective and when and why they were produced.	Identification: Fully understands the meaning and content of sources. Attribution: Cites all authors and all original dates of primary and secondary sources. Perspective: Evaluate the reliability of sources based on the author's perspective and when and why they were produced.
Critical Reading	Attempts to identify the author's claims, viewpoint, or evidence.	States the author's claims and evidence presented to prove those claims. Determines the author's viewpoint. Notes how language is used to persuade.	Analyzes the author's thesis, determine the viewpoint and evidence to evaluate the claims, may highlight what the author leaves out. Cites examples of how the author uses persuasive language and specific words and phrases to influence the reader. Notes that the author has left some questions unanswered.	Questions the author's thesis and determines viewpoint and evidence to evaluate claims, highlighting what the author leaves out. Cites accurate examples of how the author uses persuasive language and specific words and phrases to influence the reader. Seeks answers to questions left unanswered in the source to formulate an interpretation.

Context	Demonstrates no attempt to understand the historical setting of sources.	Attempts to determine the historical setting of sources without fully understanding the historical context.	Applies prior and new knowledge to determine the historical setting of the sources. May attempt an interpretation of some sources with a present-day mindset or with a limited application to the historical context.	Applies prior and new knowledge to determine the historical setting of sources. Use the setting to interpret the sources within the historical context instead of a present-day mindset.
Corroboration	Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.	Identifies similarities and differences in information in multiple sources.	Explains similarities and differences by comparing information and perspectives in multiple sources.	Constructs an interpretation of events using information and perspectives from multiple sources. Identifies consistencies and inconsistencies among various accounts.