Assessment **Evidence**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **Criteria for Historical Thinking** | **Very well** | **To some extent** | **To a limited degree** | **Not at all** | **Not  applicable** |
| Student begins analyzing a primary source by **asking basic sourcing questions,** for example:  – Who was the author/creator?  – When was the source produced?  – Who is the audience? |  |  |  |  |  |
| As analysis continues, student **asks advanced sourcing questions**, for example:  –What purpose did the author/creator have in creating the source?  – What were the values and worldview of the author/creator? |  |  |  |  |  |
| Student asks questions about the **historical context** in which a source was produced (e.g., during a period of war). |  |  |  |  |  |
| Student answers questions about a source, its author/creator, and its context by making plausible, **insightful inferences.** |  |  |  |  |  |
| Student **corroborates inferences** made from a source by comparing the source with another. |  |  |  |  |  |
| Student expresses a **degree of certainty** about the inferences he or she makes. |  |  |  |  |  |

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