

## Barrington High School Social Studies Historical Thinking Rubric Grades 9-12

Student \_\_\_\_\_ Course \_\_\_\_\_ Date \_\_\_\_\_

Criteria	4	3	2	1
<b>1. Chronological Thinking</b>	<ul style="list-style-type: none"> <li>Thoroughly distinguishes between past, present, and future time 1/A</li> <li>Skillfully reconstructs patterns of historical succession and duration 1/F</li> <li>Insightfully explains historical continuity and change. 1/F</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between past, present, and future time 1/A</li> <li>Reconstructs patterns of historical succession and duration 1/F</li> <li>Explains historical continuity and change. 1/F</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to distinguish between past, present, and future time. 1/A</li> <li>Attempts to reconstruct patterns of historical succession and/or duration. 1/F</li> <li>Explains some historical continuity and/or change. 1/F</li> </ul>	<ul style="list-style-type: none"> <li>Neglects to distinguish between past, present, and future time.</li> <li>Neglects to reconstruct patterns of historical succession and/or duration. 1/F</li> <li>Neglects to explain historical continuity and/or change. 1/F</li> </ul>
<b>2. Historical Comprehension</b>	<ul style="list-style-type: none"> <li>Identifies the author or source of the historical document/ narrative/ object and thoroughly assesses its credibility. 2/A</li> <li>Skillfully reconstructs the literal meaning of a historical passage. 2/B</li> <li>Identifies all the central question(s) the historical narrative addresses. 2/C</li> <li>Thoroughly differentiates between historical facts and historical interpretations. 2/D</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the author or source of the historical document/ narrative/ object and assesses its credibility. 2/A</li> <li>Reconstructs the literal meaning of a historical passage. 2/B</li> <li>Identifies the central question(s) the historical narrative addresses. 2/C</li> <li>Differentiates between historical facts and historical interpretations. 2/D</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the author or source of the historical document/ narrative/ object but does not assess its credibility. 2/A</li> <li>Attempts to reconstructs the literal meaning of a historical passage. 2/B</li> <li>Identifies some question(s) the historical narrative addresses. 2/C</li> <li>Attempts to differentiate between some historical facts and historical interpretations. 2/D</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify the author or source of the historical document/ narrative/ object nor assess its credibility. 2/A</li> <li>Neglects to reconstructs the literal meaning of a historical passage. 2/B</li> <li>Neglects to identify some question(s) the historical narrative addresses. 2/C</li> <li>Neglects to differentiate between some historical facts and historical interpretations. 2/D</li> </ul>
<b>3. Historical Analysis and Interpretation</b>	<ul style="list-style-type: none"> <li>Considers multiple perspectives including those often overlooked. 3/B</li> <li>Analyzes cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance. 3/C</li> </ul>	<ul style="list-style-type: none"> <li>Considers multiple perspectives. 3/B</li> <li>Analyzes cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas. 3/C</li> </ul>	<ul style="list-style-type: none"> <li>Considers one perspective. 3/B</li> <li>Attempts to analyze cause-and-effect relationships but does not see multiple causation, including the importance of the individual, the influence of ideas. 3/C</li> </ul>	<ul style="list-style-type: none"> <li>Does not consider perspectives. 3/B</li> <li>Does not analyze cause-and-effect relationships. 3/C</li> </ul>

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	<ul style="list-style-type: none"> <li>Critically distinguishes between unsupported expressions of opinion and informed hypotheses grounded in historical evidence. 3/E</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between unsupported expressions of opinion and informed hypotheses grounded in historical evidence. 3/E</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence. 3/E</li> </ul>	<ul style="list-style-type: none"> <li>Neglects to distinguish between unsupported expressions of opinion and informed hypotheses 3/E</li> </ul>
<b>4. Historical Research Capabilities</b>	<ul style="list-style-type: none"> <li>Creatively formulates historical questions. 4/A</li> <li>Obtains historical data from a variety of sources including those often neglected. 4/B</li> <li>Supports interpretations with an abundance of historical evidence. 4/F</li> </ul>	<ul style="list-style-type: none"> <li>Formulates historical questions. 4/A</li> <li>Obtains historical data from a variety of sources. 4/B</li> <li>Supports interpretations with historical evidence. 4/F</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to formulate historical questions. 4/A</li> <li>Obtains historical data from few sources. 4/B</li> <li>Supports interpretations with limited historical evidence. 4/F</li> </ul>	<ul style="list-style-type: none"> <li>Neglects to formulate historical questions. 4/A</li> <li>Obtains historical data from one sources. 4/B</li> <li>Does not support interpretations. 4/F</li> </ul>
<b>5. Historical Issues-Analysis and Decision Making</b>	<ul style="list-style-type: none"> <li>Identifies issues and problems in the past by examining the interests, values, and perspectives that shape the point of view of those involved in the situation. 5/A</li> <li>Evaluates alternative courses of action including those not commonly considered. 5/D</li> <li>Formulates a unique position or course of action on an issue. 5/E</li> <li>Evaluates the implementation of a decision from a variety of perspectives including cost benefit analysis. 5/F</li> </ul>	<ul style="list-style-type: none"> <li>Identifies issues and problems in the past through the point of view of those involved in the situation. 5/A</li> <li>Evaluates alternative courses of action. 5/D</li> <li>Formulates a position or course of action on an issue. 5/E</li> <li>Evaluates the implementation of a decision from a variety of perspectives. 5/F</li> </ul>	<ul style="list-style-type: none"> <li>Identifies issues and problems in the past without understanding the point of view of those involved in the situation. 5/A</li> <li>Evaluates less than all alternative courses of action. 5/D</li> <li>Attempts to formulate a position or course of action on an issue. 5/E</li> <li>Evaluates the implementation of a decision from a limited perspective. 5/F</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify issues and problems in the past. 5/A</li> <li>Does not evaluate alternative courses of action. 5/D</li> <li>Does not formulate a position or course of action on an issue. 5/E</li> <li>Does not evaluate the implementation of a decision. 5/F</li> </ul>

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COMMENTS