

Evaluation of Student Historical Thinking Skills

Historical Thinking Skill	Criteria
Evidence	<ul style="list-style-type: none"> ● Student asks good questions that turn primary and secondary sources into evidence ● Student asks questions about when and why the source was created, and by whom. ● Student contextualizes sources by keeping in mind the conditions and worldviews present at the time the source was created ● Student corroborates inferences from a single source with other sources (primary or secondary)
Historical Significance	<ul style="list-style-type: none"> ● Student explains the historical significance of events, people, or developments by showing that they resulted in change ● Student identifies how historical significance is constructed through narrative in textbooks or other historical accounts ● Student shows how historical significance varies over time and from group to group
Continuity and Change	<ul style="list-style-type: none"> ● Student uses vocabulary of chronology to demonstrate how continuity and change are interwoven ● Student describes the varying pace and direction of change and identifies turning points ● Student describes progress and decline, noting that progress for one people may be decline for another ● Student understands the interpretive process of periodization.
Ethical Dimension	<ul style="list-style-type: none"> ● Student makes fair assessments of the ethical implications of historical actions ● Students acknowledges our responsibilities to remember and respond to the contributions, sacrifices, and injustices of the past ● Student uses historical accounts to make informed judgments on contemporary issues, which recognizing the limitations of “lessons” from the past