

See my notes below. I will also add some sample student responses at various levels of proficiency.

	Proficient	Developing	Beginning
Do your students know what sourcing is? I can explain what is meant by the term 'sourcing'.	The students can explain what is meant by the term sourcing: Sourcing= Considering the impact on the document of.. . -who created a source, -when -where -for what purpose All of which is asked for the purpose of determining perspective, purpose, and reliability.	When compared to proficient, the student presented SOME evidence that they know what sourcing is. One or more (but not all) of the following components is included in the student's explanation: Sourcing= Considering.. . -who created a source, -when -where All of which is asked for the purpose of determining perspective, purpose, and reliability.	The student presented no evidence that they can explain what the concept of sourcing involves.
I asked and, when possible, answered the basic sourcing questions. -Who created the source? -When was the source created? -Where was the	I examined the source and, when possible, identified information about -who created the source -when the source was created -where it was created.	Some of the sourcing questions were not answered. For example, the student may have identified who or when a source was created but not where it was created.	None of the sourcing questions were answered.

source created?			
Identifying the author's point of view.	I examined the source and was able to derive evidence from it, allowing me to articulate and support an interpretation of the perspective/point of view of the person who created the source.	The student articulates a point of view that they connect to the source's creator. They do not, however, link their assertions to evidence derived from the source.	The student DOES NOT attempt to articulate the author's point of view based on their analysis of the source.
Identifying the author's goals/purposes (Why was this source created?)	I examined the source and was able to derive evidence from it, allowing me to articulate and support an interpretation about the reasons why this source was created.	A purpose is stated, but it may not be tied to evidence derived from the source. Or, the connection that is made cannot be logically defended.	A purpose is NOT stated.
Considering the reliability of the source	Given the central question, I used the information derived from the sourcing questions to reach a judgment about the reliability of this source.	The student begins to articulate an interpretation about the reliability of the source. Their interpretation, however, is not tied to the sourcing questions/answers.	The student provides no evidence that they have considered the reliability of the source.

