

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