

Moving Toward Powerful Understanding: Evidence¹

	Level 4	Level 3	Level 2	Level 1
Interpretation and Inference	Student constructs strong inferences when interpreting all evidence.	Student is able to make insightful inferences from primary sources	Makes inferences and interpretations, but they are not always accurate or well thought-out.	Student trusts information from any source and does not fully interpret it.
Generating Evidence	Student will generate strong questions to turn relevant primary sources into evidence.	Student will generate good questions that can help generate a depth of evidence.	Student may struggle to generate questions that can help turn sources into evidence.	Student is confused on how question sources or turn sources into evidence.
Critical Sourcing (who created it, when was it created, and authors purpose, values and worldview)	Student consistently questions sources and utilizes this investigate attitudes and the author's focus.	Student questions most sources and uses that to better understand narrative they are studying.	Student selects the basic questions (who, when, what position) when questioning the creation of the source.	Fails to question sources validity and does not use the source's creation for understanding.
Contextualization	Student uses context to assemble a deeper understanding of their sources.	Student is able to use context to enhance their understanding about a source.	Student is able to explain the context of their sources, but struggles to connect it to their sources.	Student judges sources without taking into account the time period or context.
Corroboration	Connects sources with a high degree of effectiveness to ensure reliability. Often expresses their level of certainty.	Student utilizes different sources to corroborate each other. They can then develop a level of certainty based on their evidence	Connects sources with some degree of effectiveness to ensure reliability. Minimal expression of level of certainty.	Student makes weak claims on the basis of few sources.

¹ Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson, 2013), p. 49.