

Moving Towards Strong Understanding: Historical Perspectives¹

	Level 4	Level 3	Level 2	Level 1
Identify different beliefs	Student is able to investigate past beliefs to create a stronger understanding of contemporary and historical views.	Student is able to compare and contrast the difference between historical and contemporary worldviews.	Student is able to identify the difference between historical and contemporary worldviews.	Student rarely differentiates between the contemporary world views and historical ones
Avoidance of presentism	Student is able to create a strong interpretation of the past by using universal human experience and almost always presentism.	Student is able to interpret the past and universal human experience while avoiding presentism	Student is able to interpret the past, but at times will fall victim to presentism	Student often has aspects of presentism in their historical interpretations
Understanding context	Student is able to create historical narratives that contain a strong understanding of context without inappropriate connections to universal human experience.	Student is able to analyze the past without making inappropriate connections to universal human experience.	Student is able to understand the past context, but occasionally makes inappropriate connections to universal human experience.	Student struggles to understand context and judges people of the past by contemporary understandings and knowledge
Evidence based inferences	Student is able to assemble strong inferences about past beliefs, values, and motivations by utilizing quality evidence.	Student is able to make factual evidence-based inferences about past beliefs, values, and motivations with reasonable evidence to support	Student is able to make some factual evidence-based inferences about past beliefs, values, and motivations with some evidence to support.	Student struggles to make evidence-based inferences or does not base it on concrete evidence.

¹ ¹ Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson, 2013), p. 148.

Diverse Perspectives	Students create a strong understanding by considering nearly all perspectives in an event.	Student is able to distinguish a variety of perspectives within events.	Student is able to understand a few perspectives, but may benefit by considering more.	Student struggles to consider multiple perspectives and may only consider one at times.
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