

HISTORICAL PERSPECTIVE-TAKING RUBRIC

CRITERIA	LEVELS	1	2	3	4
<p>Inferential Understanding</p> <p>Demonstrated by the student's ability to read a primary or secondary source and make critical judgements that are not necessarily explicitly stated in the source. For example: bias, perspective, etc.</p>		<p>Some ability to demonstrate capacity for deduction is evident, with some capacity to recognize bias or "point of view" demonstrated. Some understanding of the time and place the source was created is indicated in the work.</p>	<p>A capacity to understand “nuance” and “hidden” meaning reveals a growing ability of the student to show a capacity for deduction. Student can recognize bias or “point of view”. A good understanding of the time and place is indicated in the work.</p>	<p>A capacity to understand “nuance” and “hidden” meaning reveals a strong ability of the student to show a capacity for deduction. Student can recognize bias or “point of view”. A good understanding of the time and place is indicated in the work.</p>	<p>The student has shown an excellent capacity to understand “nuance” and “hidden” meaning and reveals a strong ability for deduction. Student has shown an excellent capacity to recognize “bias” or “point of view”. An excellent understanding of the time and place is indicated in the work.</p>
<p>Diverse Perspectives</p> <p>Demonstrated by the student’s ability to read a primary or secondary source and make critical judgements that reveal an understanding of the “multiple perspectives” of historical actors.</p>		<p>Student is able to show a basic understanding of a historical actor’s position. The student is able to demonstrate to a limited degree “objectivity” when describing the activities of various historical actors. The student shows empathetic understanding based on some evidence.</p>	<p>Student is able to show a basic understanding of a historical actor’s position. The student is able to demonstrate some capacity to show “objectivity” when describing the activities of various historical actors. The student shows empathetic understanding based solely upon evidence.</p>	<p>Student is able to show an understanding of a historical actor’s position. The student is able to demonstrate some capacity to show “objectivity” when describing the activities of various historical actors. The student shows empathetic understanding based solely upon evidence</p>	<p>Student is able to make a critical judgement of a historical actor’s position without leaping to moral judgement. The student is able to demonstrate a clear capacity to show “objectivity” when describing the activities of various historical actors. The student shows empathetic understanding based solely upon evidence</p>
<p>Capacity to avoid the use of “presentism”</p> <p>Indicated by the student’s ability to avoid imposing contemporary perspectives when examining characters and events from the past.</p>		<p>Work shows some attempt to avoid presentism: however the work contains many contemporary values and ideas.</p>	<p>Work avoids the use of presentism: although there may be some examples of allowing present day ideas to colour the students’ views of the past.</p>	<p>Work demonstrates no use of presentism: meanings, values, and ideas from the past are placed in their historical time and place.</p>	<p>Work demonstrates no use of presentism: meanings, values, and ideas from the past are effectively placed in their historical time and place without allowing contemporary values to interfere with interpretation of the past.</p>