**Appendix B: Rubric for Assessing Primary Source Literacy**

Explanation of criteria for assessment:

1. **Identification** : Refers to the student’s ability to accurately identify the basic elements of a primary source, such as title, date, creators’ names, intended audience, format, and place of origin.
   1. **Guidelines for Primary Source Literacy**: Read, Understand and Summarize (3-A, 3-B)
   2. **ACRL Framework**: Authority is Constructed and Contextual
2. **Interpretation**: Refers to the student’s ability to accurately interpret and communicate the contentof the document, including elements such as argument, tone, purpose, or a summary of content.
   1. Guidelines for Primary Source Literacy: Interpret, Analyze, and Evaluate (4-B)
   2. ACRL Framework: Authority is Constructed and Contextual
3. **Contextualization**: Refers to the student’s ability to appropriately situate the document in a historical context.
   1. **Guidelines for Primary Source Literacy**: Interpret, Analyze, and Evaluate (4-C)
   2. **ACRL Framework**: Authority is Constructed and Contextual
4. **Materiality**: Refers to the student’s ability to describe the physical makeup of the document, differentiate between original documents and surrogates in various forms, understand the relationship between materiality and content, and make a meaningful connection between materiality and evaluation of the document as a whole.
   1. **Guidelines for Primary Source Literacy**: Read, Understand, and Summarize (3-C), Interpret, Analyze, and Evaluate (4-E)
   2. **ACRL Framework**: Information Creation as a Process
5. **Synthesis**: Refers to the student’s ability to articulate connections between related sources, put two sources in conversation with one another, and compare and contrast the various elements of multiple sources
   1. **Guidelines for Primary Source Literacy**: Use and Incorporate (5-A)
   2. **ACRL Framework**: Research as Inquiry, Scholarship as Conversation
6. **Critical thinking**: Refers to the student’s ability to “read between the lines” of a primary source, including recognizing and identifying gaps or missing information necessary to analyze the document, critically evaluating the perspective of the creator, interrogating the source’s biases and limitations, and understanding its relationship to a larger concept or theme.
   1. **Guidelines for Primary Source Literacy**: Interpret, Analyze, and Evaluate (4-D)
   2. **ACRL Framework**: Authority is Constructed and Contextual, Information Has Value
7. **Broader connections**: Refers to the student’s ability to draw connections to course themes, determine a document’s relevance to a larger research topic or question, and describe its connections to current events or the current cultural milieu.
   1. **Guidelines for Primary Source Literacy**: Conceptualize (1-C)
   2. **ACRL Framework**: Information Has Value
8. **Engagement**: Refers to the student’s ability to demonstrate empathy, interest, and an emotional or personal connection, or otherwise engage with the document beyond analyzing and interpreting it.
   1. **Guidelines for Primary Source Literacy**: Interpret, Analyze, and Evaluate (4-F)
   2. **ACRL Framework**: Information Has Value

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 - Poor | 2 - Limited | 3 – Good | 4 – Exemplary | 0 |
| **Identification** | Does not accurately identify any elements of the document | Identifies a few elements of the document accurately | Identifies most elements of the document accurately | Identifies all elements of the document accurately | Not assessable |
| **Interpretation** | Incorrectly interprets the content of the document | Demonstrates a limited understanding of the content of the document | Accurately summarizes the content of the document | Demonstrates a significant understanding of the document’s creation and its connection to historical themes | Not assessable |
| **Contextualization** | Does not mention the historical context of the document, or misidentifies it | Has a basic understanding of the historical context of the document | Shows an in-depth understanding of the historical context of the document | Accurately places the document in a historical context and offers a sophisticated analysis of its impact | Not assessable |
| **Materiality** | Does not mention any physical characteristics of the document | Identifies one or two physical characteristics of the document | Correctly describes the material elements of the document, but is unable to articulate their impact on its analysis | Demonstrates how the physical nature of the document can add to our understanding of it as a whole and how it was created | Not assessable |
| **Synthesis** | Draws no connection between related documents | Identifies a basic connection between related documents | Accurately describes the various connections between related documents | Is able to place multiple sources into conversation with each other to draw a logical conclusion or support an argument | Not assessable |
| **Critical Thinking** | Makes no attempt to evaluate the document beyond summarizing its content | Offers a limited analysis of one or two elements of the document | Able to offer an analysis of the document that shows only a basic understanding of its connections to larger questions. | Provides a sophisticated analysis of the document as a whole, including gaps and missing information, and understands its relationship to larger concepts or issues | Not assessable |
| **Broader Connections** | Makes no connection to a larger research question, course themes, or current events | Draws a basic connection to either a larger research question, course themes, or current events | Describes multiple avenues by which the document relates to a larger research question, course themes, or current events | Provides a sophisticated analysis and appreciation of how the document demonstrates a connection between the past and the present | Not assessable |
| **Engagement** | Shows no personal connection and no interest in the document | Expresses a limited personal connection or vague interest in the document | Displays curiosity and interest in the document and describes a personal connection to its content or creator | Demonstrates an emotional engagement with the document and its creator, and recognizes its historical significance | Not assessable |