

Primary Source Analysis

Name: _____

Memo: _____

Above Grade Level Response

No Credit Below Level 2

4	100	<ul style="list-style-type: none"> • Effective text markup • Identified source type, purpose, audience, likely audience reaction • Specific historical background is relevant, appropriate, gives meaning to the source. Length runs about 60-70 words.
	94	<ul style="list-style-type: none"> • Summary is complete, brief, and identifies key points in the source without error. • Formal tone, cohesive style, uses domain-specific vocabulary where appropriate • Effectively addresses bias & reliability
	85	<ul style="list-style-type: none"> • Adequate text markup • Identified source type, purpose, audience, likely audience reaction • Limited, generic, but adequate outside information. • Accurate Summary misses important elements. Includes some elements verbatim from source. • May be weaknesses in formal tone, cohesion, domain-specific vocabulary. • Minor weakness addressing bias and reliability.
3	76	<ul style="list-style-type: none"> • Weakness in text markup • Correctly identified source type and source purpose. • Limited outside information may not be fully relevant.
	65	<ul style="list-style-type: none"> • Summary misses many important elements – may focus on irrelevant but comprehensible elements. • Lacks formal tone. Not cohesive. Lacking domain-specific vocabulary. • Some effort was made to address bias and reliability.
2	55	<ul style="list-style-type: none"> • Text markup absent or ineffective • Minor errors identifying source type and purpose. • Severely limited, inaccurate, and/or irrelevant outside information. • Failed to cite background source if not student's own knowledge. • Summary misses majority of important elements – may focus on irrelevant but comprehensible elements. • Informal tone. Style not cohesive. Vocabulary insufficient. • No effort to identify bias and/or reliability.



Primary Source Analysis

What is it? Who was it written for? Why was it written? How was the intended audience to react?

60-70 words on historical context

You should be able to compose this from your own knowledge. Cite any source you used in APA format.

Summary of what it says

Discuss bias.
Discuss reliability

Selected Applied Standards From the New York State K-8 Social Studies Framework

Common Core Writing Standards for Literacy in History/Social Studies

Text Types and Purposes

Grades 5-8

1. Write arguments focused on discipline-specific content.
 - a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows and supports the argument presented.

Grades 9-10

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form, and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.