

Primary Source Literacy Rubric

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|----------------------------------|---|----------|----------|---|
| Identify source materials | Identifies key components of source material including what is it, who created it, and why. | | | Does not identify any key components of the source material. |
| Evaluate perspectives | Evaluates perspectives of the creator(s) including tone, subjectivity, and biases and relates these to the original purpose and audience of the source. | | | Does not consider perspectives present in the source. Does not relate to the original purpose and audience of the source. |
| Apply context | Applies knowledge of the time, culture, creator, format, genre, and publication history to situate source in context. | | | Does not apply contextual knowledge to situate source in context. |
| Identify silences | Identifies, interrogates, and considers the reasons for silences, gaps, contradictions, or evidence of power relationships. | | | Does not identify silences, gaps, contradictions, or evidence of power relationships. |
| Historical empathy | Demonstrates historical empathy, curiosity about the past, and appreciation for historical sources and historical actors | | | Does not demonstrate historical empathy, curiosity, or appreciation for history |

Rubric developed by Meggan Press and Meg Meiman at Indiana University Bloomington. Adapted from the SAA/RBMS Guidelines for Primary Source Literacy and the ACRL Framework for Information Literacy. CC-BY-SA 4.0