

# Social Studies Primary Source Analysis Frame

**INTRODUCTION PARAGRAPH:** Classify the source

- State the kind of source it is.
- State the likely purpose of the source.
- If you know anything about the author, describe the author.

**PARAGRAPH 2:** Place the source in historical context

- Summarize the historical events that inform this source.

**PARAGRAPH 3:** State who the intended audience is.

- Describe what the audience was assumed to already know.
- Explain how you think the intended audience were expected to react to the source. Describe what action, if any, is the audience to take.

**PARAGRAPH 4:** Summarize the source.

TOPIC FRAME	EPISODE FRAME
<ol style="list-style-type: none"> <li>1. Generate a sentence that announces what <b>topic</b> is being described</li> <li>2. Search for important <b>terms</b> the author introduces. Use each term in a sentence that illustrates its meaning.</li> <li>3. State each of the <b>compare-contrast</b> elements of the source text.</li> <li>4. State each of the <b>cause-effect</b> relationships of the source text.</li> <li>5. Identify any <b>important people</b> the author mentions. Use each name in a sentence describing his/her importance. [HINT: Use last names only]</li> </ol>	<ol style="list-style-type: none"> <li>1. Generate a sentence that announces what <b>event</b> or sequence of events is being described</li> <li>2. Identify any <b>important people</b> the author mentions. Use each name in a sentence describing his/her importance. [HINT: Use last names only]</li> <li>3. Identify <b>where</b> the event(s) occur(s).</li> <li>4. State in <b>what order</b> the major incidences occur. [HINT: Describe events where necessary]</li> <li>5. State each of the <b>cause-effect</b> relationships of the source text.</li> </ol>

**CONCLUSION PARAGRAPH:** Evaluate the source as an historical artifact

- What are the author's **biases**?
- What **values** are reflected?
- To what degree is this a reliable source on the historical period in question? Why do you think so?

# Primary Source Analysis

Name: \_\_\_\_\_

Memo: \_\_\_\_\_

5	100	<ul style="list-style-type: none"> <li>• <b>Place the source in historical context</b>— Shows very strong command of the historical period. Includes factual details without error. Insightfully addresses issue of audience. Understands how the source fits in historical context.</li> <li>• <b>Understand the source</b> and, if available, the author — Offers an accurate and complete summary of the source content. Identifies author bias and values implied.</li> <li>• <b>Evaluate the source</b> — Offers a rational and convincing argument in support of a position on the reliability of this source.</li> </ul>
	94	
4	85	<ul style="list-style-type: none"> <li>• <b>Place the source in historical context</b>— Shows command of the historical period. May weakly address issue of audience. Understands how the source fits in historical context.</li> <li>• <b>Understand the source</b> and, if available, the author — Offers a mostly accurate and complete summary of the source content. May have trouble identifying author bias and values implied.</li> <li>• <b>Evaluate the source</b> — Offers an acceptable argument in support of a position on the reliability of this source.</li> </ul>
	78	
3	71	<ul style="list-style-type: none"> <li>• <b>Place the source in historical context</b>— Shows limited command of the historical period. Includes few details; may be inaccuracies. Weakly addresses issue of audience. Weakly understands how the source fits in historical context.</li> <li>• <b>Understand the source</b> and, if available, the author — Offers limited but acceptable summary of the source content. Ignored issue of author bias and values. Some misunderstanding of the source is evident. Important points may be omitted.</li> <li>• <b>Evaluate the source</b> — Some effort to evaluate the source is made, though there are weaknesses such as response elaboration or reasoning.</li> </ul>
	65	
2	58	<ul style="list-style-type: none"> <li>• <b>Place the source in historical context</b>— Shows extremely limited knowledge of the historical period—around half of what one might expect. Includes few or no details. May not be able to address issue of audience or place the source in historical context.</li> <li>• <b>Understand the source</b> and, if available, the author — can accurately summarize only superficial points from the source — around half.</li> <li>• <b>Evaluate the source</b> — At this level, the students cannot evaluate the source.</li> </ul>

## INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics. This rubric may be used to evaluate an analysis by interview (oral) instead of written form.
- The most common error students make in this task is to relate a detailed summary of the source's content without analysis.
- This task is **not** sensitive to student reading levels. The very nature of primary source material precludes it being simplified. Students should be given some leeway in the amount of material they produce in the summary of source content. Weaker readers will score lower on this task.

## Rubric Information for Task: Primary Source Analysis Task

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in January 2011. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

<b>This Task</b>	<b>New York State Intermediate Social Studies Test</b>	<b>Global History and Geography Regents</b>
N=21	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 84.0$ $S = 12.62$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
<b>65</b>	65	51.3	-1.5	-1.5	-1.5	-1.5
<b>71</b>	70.9	59.7	-1.0	-1.0	-1.0	-1.1
<b>85</b>	83.8	78.2	0.1	0.1	0.1	-0.2
<b>100</b>	97.8	98.4	1.4	1.2	1.3	0.8