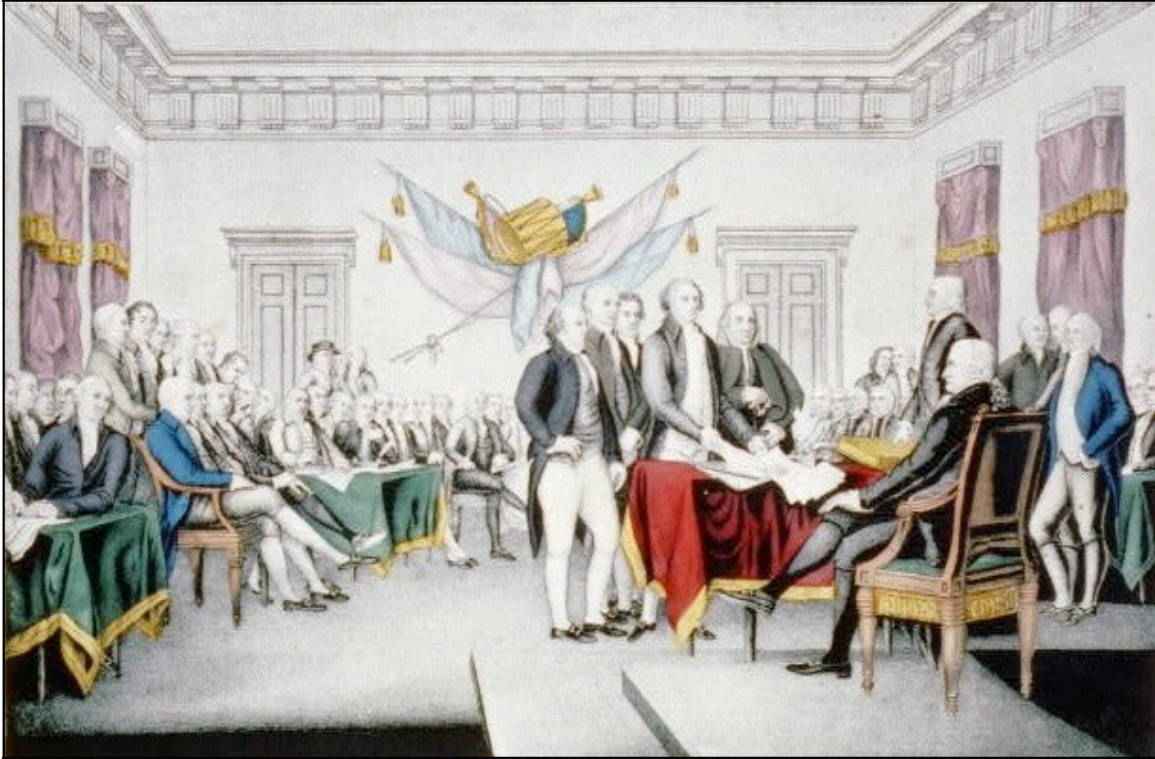


Item Name:	Declaration Drafting
Item Type:	Constructed Response
Subject and/or Course:	History, Grade 9-10
Common Core Standards:	CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Developer/Source:	Beyond the Bubble by Stanford History Education Group http://beyondthebubble.stanford.edu/assessments/declaration-independence
Item Features:	Administration: On demand/standardized Length of time for response: ~15 minutes Method of scoring: rubric with three scoring levels Opportunity for student collaboration: None Opportunity for teacher feedback and revision: None

Collection of performance assessment items compiled by



Directions: Use the image to answer the question below.



Title: "Declaration of Independence: July 4th 1776"

By: N. Currier

Date: Sometime between 1835 and 1856

Question: The image, "Declaration of Independence: July 4th 1776," helps historians understand what happened at the drafting of the Declaration of Independence in 1776.

Do you agree or disagree? (Circle one)

Briefly support your answer:

Rubric – Signing the Declaration of Independence HAT

To answer the question correctly, students must notice both the date of the event and the date of the print, and understand that the more than 50 years that separate the two prevent a historian from using this source to learn what happened at the signing of the Declaration of Independence.

LEVEL	DESCRIPTION
Proficient	Student explains why the time gap limits the reliability of the source as evidence of what happened at the signing of the Declaration of Independence.
Emergent	<p>Student evaluates reliability of source, but does not fully understand the problems caused by the gap in time.</p> <p><u>Possible responses:</u></p> <ul style="list-style-type: none"> • "Partial recognition" - student recognizes some aspect of the time gap, but does not fully explain why the gap in time is problematic. For example, the student might mention that the painting is not a "primary" source, but does not explain why this limits the usefulness of the source. • "Consideration of representativeness" - student discounts the source because a historian would need more than just this one source to determine what happened at the signing of the Declaration of Independence. This answer is laudable in that it recognizes the need to corroborate historical sources, but this answer does not directly evaluate the usefulness of this particular source. • "Perspective of artist" - student evaluates the usefulness of the source based on the perspective or biases of the artist. This response shows a sophisticated disposition toward historical sources; historians often consider the perspective of the author when sourcing a document. But little is known about the creator of this painting and an evaluation based on the perspective of the artist would be largely guesswork. • "Type of source" - student evaluates usefulness based on the type of source. For example, a student might reject the source because he or she believes that paintings are not reliable sources of information.
Basic	<p>Student does not recognize the gap in time and instead takes the painting at face value or provides an irrelevant response.</p> <p><u>Possible misconceptions:</u></p> <ul style="list-style-type: none"> • "Goodness of fit" - student evaluates the usefulness of the source based on how well it matches his or her historical understanding of the event. • "Clarity of source" - student evaluates the usefulness of the source based on its aesthetic qualities.

Rubric –Signing the Declaration of Independence HAT
For Classroom use¹.

Level	Description
Proficient	Student explains why the time gap limits the reliability of the source as evidence of what happened at the drafting of the Declaration of Independence.
Emergent	Student evaluates reliability of source, but does not fully understand the problems caused by the gap in time.
Basic	Student does not recognize the gap in time and instead takes the painting at face value or provides an irrelevant response.

¹This rubric is a derivative of the “Rubric –Signing the Declaration of Independence HAT” by [Stanford History Education Group](#) used under a [Creative Commons Attribution-NonCommercial 3.0 Unported License](#).

