

Appendix A.

An Evaluation Matrix for the use of Primary Sources and Technology in the Secondary Classroom

Content	Use of Primary Sources						Use of Technology
	Complexity		Variety		Orientation		Acquisition(Efficacy)
	0	No evidence of primary sources used in instructional content.	0	No evidence of primary sources used in instructional content.	0	No evidence of primary sources used in instructional content.	0 Primary sources not digitally acquired
	1	Primary sources are of inappropriate complexity; i.e., readability is too difficult for most students to grasp without literacy strategies, or the need for peripheral knowledge of the sources' origin is too extensive for the document/ source to be accessible for most students.	1	Primary sources do not offer variety in the formats presented to students. Sources are largely similar in format (i.e. official documents).	1	Primary sources are of a largely singular perspective that aligns or agrees with the historical account(s) of textbook and/or standards document(s). Degree of alignment or endorsement precludes the consideration of perspective as a component of historical study.	1 Use of resident technologies (CD-ROMS)
	2	Primary sources are of low-moderate complexity and length, accessible to most levels of student abilities.	2	Primary sources include various types of print accounts (i.e. diaries, letters, eyewitness accounts, official documents, contemporary newspapers, etc.). Sources used represent both printed relics and records that will allow for instruction relating to sourcing.	2	Primary sources are of a largely singular perspective that augments or supplements the historical account(s) of textbook and/or standards document(s). Absence from texts allows for the consideration of editorial decisions of inclusion or exclusion.	2 Digitally acquired activities and materials from an established Internet source (i.e.. VCDH, LoC, textbook publisher)
	3	Primary sources are of varied and of generally moderate complexity. Different sources are accessible to students of various levels of ability.	3	Primary sources include various types of print accounts (including both relics and records) as well as non-discursive (image-based) sources (i.e. maps, photographs, paintings, video, etc.).	3	Primary sources are of a largely singular perspective that counters or refutes the historical account(s) of textbook and/or standards document(s). Contradictory nature of sources allows for the consideration of subjective nature of subsequent secondary narratives.	3 Digitally acquired materials through self-directed research
	4	Primary sources are of varied and of generally high complexity. Literacy strategies are incorporated to improve accessibility and readability of sources for all students.	4	Primary sources include a rich variety of print accounts, non-discursive sources, artifacts, and/or tabular data (i.e. economic records, population statistics, etc.).	4	Primary sources are of multiple perspectives that both support and refute the historical account(s) of textbook and/or standards documents. Sources are comprehensive enough to allow for the holistic and critical evaluation of subsequent secondary narratives.	4 Nondigital artifacts converted to digital format by teacher

Use of Primary Sources					Use of Technology			
Process	Fidelity		Purpose	Activity	Delivery (Teacher)			
	0	No evidence of primary sources used in instructional processes	0	No evidence of primary sources used in instructional processes.	0	No use of technology in the instruction		
	1	Superficial reading of primary source(s). Sources considered of comparable authority to textbook or other secondary narratives. No distinctions drawn between information and evidence. No corroboration, sourcing, or contextualization of documents or other sources	1	Purpose of primary source-based instruction is the explanation of historical events . Sources are specific to time and place and contribute to a largely narrative structure.	1	Teacher-selected primary source(s) are presented to students with minimal opportunity for student discussion. Pace of instruction is insufficient to allow for student engagement beyond reading and perhaps a brief comprehension check.	1	Use of Web site to view primary sources
	2	Basic evidential reading of primary source(s) leads to awareness of historical knowledge as built upon evidence. Primary sources are inherently more reliable because they are “of that time.” Corroboration, or comparing/contrasting sources with one another, occurs.	2	Purpose of primary sources is the consideration of historical structures . Sources relate to systems, patterns, or other aspects of study not temporally or spatially specific (i.e., systems of government, settlement patterns, etc.) and are expository in nature.	2	Teacher-selected primary source(s) are accompanied with teacher-led discussion related to the source(s). Pace of instruction allows for student participation in response to teacher’s questions and a more comprehensive audit of student understanding.	2	Use of presentation tools (i.e., Powerpoint, Word processing link, and Web pages) to view primary sources.
	3	Evidential reading focuses on subjectivity and “bias” in both primary and secondary sources. Recognition that evaluation of evidence is part of the construction of historical knowledge. Sourcing, looking critically at the credibility of a source based upon its origin, occurs.	3	Purpose of primary sources is the examination of historical themes . Sources relate the principles central to understanding people, societies, and nations over time and space (power, continuity and change, etc.). Some inductive instruction incorporated.	3	Teacher-selected primary source(s) are used to encourage discussion that is student led or high in student involvement. Pace of instruction allows for small group or whole class discussion, as well as teacher monitoring and feedback.	3	Use of digital tools to manipulate primary sources (ie., data base)
	4	Sophisticated evidential reading that focuses upon historical knowledge as an inherently limited reconstruction of the past, based upon subjective selection and interpretive analysis of evidence. Contextualization or perspective-taking, the situating of a temporal and spatial context, occurs.	4	Purpose of primary sources is the development of historical metasystems . Sources help students develop understanding of the processes and procedures through which historians think and reason about events, structures, and themes.	4	Students participate in the selection of primary source(s) through involvement in evaluation and winnowing. Discussion is similarly studentdriven. Pace of instruction allows for follow-up student inquiry, interpretive revision, peer review, and/or teacher feedback.	4	Student use of digital tools to manipulate primary sources.

Use of Primary Sources				Use of Technology
Product	Authenticity	Sourcing	Development	Demonstration(Student)
	0 No evidence of primary sources used in instructional content.	0 No evidence of primary sources used in instructional content.	0 No evidence of primary sources used in instructional content.	0 No use of technology in the assessment
	1 Lessons and/or assignments require students to demonstrate knowledge of concepts and ideas regarding sources in general (i.e. distinguishing primary from secondary sources, defining related terms, etc.). Minimal use of sources themselves is expected.	1 Lessons and/or assignments incorporate primary sources, but sources are distributed by the teacher. Considerations of credibility (sourcing) are not a part of product expectations, nor are concerns over utility (i.e., source(s) have been deemed useful in developing products).	1 Lessons and/or assignments incorporate primary sources, but products lack any explicit organizational or procedural components (i.e., multistage production, peer review, teacher feedback, reflective self-analysis, metacognitive skills, etc.).	1 Expects students to use digital primary sources provided within the assessment.
	2 Products require students to demonstrate knowledge and/or comprehension of discrete skills using primary sources. Students demonstrate knowledge of previously examined sources (i.e. recounting analysis conducted as part of instruction).	2 Students are given primary sources, or are guided in acquisition. Availability of sources is more extensive than students would need to complete product, however, so students must engage in the consideration of utility or applicability of sources. Minimal sourcing.	2 Products incorporate primary sources and require that students demonstrate attention to procedural product development. May include students submitting an organizational plan (i.e., an outline, idea web), or other explicit indicator of multistage production.	2 Expects students to generate their own digital resources through student-driven research.
	3 Products require students to apply abilities to conduct primary source-based inquiry and/or demonstrate analytical skills using primary sources. Inquiry is guided by teacher questions and/or angles of inquiry.	3 Students engage in independent or guided acquisition of primary sources used in products, critically sourcing (considering credibility) and determining utility of these sources. Verification, however (i.e., source and/or author authenticity) has been filtered.	3 Products incorporate primary sources and require procedural planning and production skills. In addition, opportunities for formal or informal teacher and/or peer feedback are incorporated into production design. Metacognitive skills are implicit in assignment.	3 Expects students to use presentation tools to view primary sources (ie., linear navigation)
	4 Products require a demonstration of students' abilities to critically and independently evaluate primary sources and synthesize an authentic and plausible historical narrative. Students are expected to demonstrate acquired skills of evidential evaluation and inquiry.	4 Students engage in independent acquisition and verification of primary sources used in products. Students employ authentic sourcing strategies that include verification of source and/or author authenticity for sources.	4 Products incorporate primary sources and require demonstrated skills in planning, production, and revision. Metacognitive skills are clearly a focus of the assignment. Production is explicitly multistage and incorporates teacher peer feedback and revision.	4 Expects students to use technology to create an interactive presentation (ie., nonlinear navigation)