

**Student Name:** \_\_\_\_\_

**Subject: History**

**RH 9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

|  | 4   | 3  | 2  | 1   |
|--|---|--|--|---|
| <b>Quantitative and Qualitative Analysis</b> | Student evaluates information from multiple sources and formats to create a complete quantitative and qualitative analysis of the information. Student can translate information between quantitative and qualitative forms fluently and completely, perhaps offering new insight into the area. Student can easily analyze sources in different formats such as charts, maps, graphs, video, podcasts, presentations, etc. | Student utilizes information from two or more sources and at least two different formats to create a quantitative and qualitative analysis of the information. Student can translate information between quantitative and qualitative forms without losing the central meaning.  | Student attempts to utilize information from multiple sources. The student shows attempts at combining both quantitative and qualitative analysis. | Student either fails to analyze a source or only analyzes one source and fails to connect the sources.  |
| <b>Week 1</b>                                |   |  |  |   |
| <b>Week 2</b>                                |   |  |  |   |
| <b>Week 3</b>                                |   |  |  |   |
| <b>Source Analysis</b>                       | Student recognizes that not all sources provide a complete picture of a topic, can articulate what information is missing or emphasized and hypothesize why using multiple examples is necessary. Student finds additional sources based on their assessment of what information is necessary. Student connects the emphasized/ missing information to the author's purpose.  | Student recognizes information that is emphasized or absent from a source and can provide an explanation as to what additional information needs to be gathered. Student can find additional sources and compare similarities and difference in multiple sources and speculate as to why a source would choose to emphasize certain information. | Student recognizes information that is emphasized or absent when looking at sources. Student recognizes need for another source to fill in gaps.   | Student does not see any emphasized or absent information between two or more texts. Student cannot find additional texts to gather more information. |
| <b>Week 1</b>                                |   |  |  |   |
| <b>Week 2</b>                                |   |  |  |   |
| <b>Week 3</b>                                |   |  |  |   |

**INSTRUCTIONAL NEXT STEPS:**