

1. To what extent does the student use qualifiers or absolutes in their answers? (Qualifiers could indicate guessing or they could indicate awareness of contingency. Absolutes could indicate confidence in prior knowledge but also a perspective limited to factual rather than interpretive understandings.)
2. To what extent does the student include prior knowledge external to information apparent in the source?
 - a. Does the student use prior knowledge simply to narrowly identify the issue at hand?
 - b. To what extent does the student use prior knowledge to contextualize historically?
 - c. From the student's answers, what can we infer about their understanding of the source's historic context?
3. Does the student express empathy or an emotional reaction to the source?
4. On a simple quantified level, how lengthy are the student's answers (how many words in each?)
5. Degree of sophistication with which the student engages the issue at hand; this may be especially evident in the "why" answer. By sophistication, I refer both to the student's inclination to contextualize (also in # 2) and to the student's implied or evident expression of contingency and interpretation.
6. Does the student consider the authorship of the document?
 - a. If so, does the student discuss the author's intent or bias?
 - b. And if so, to what extent?