

Department of History Learning Outcomes Scoring Rubric

Competency	Excellent mastery	Good mastery	Some mastery	Minimal mastery	No mastery
Student frames historical questions	The paper addresses a significant historical question that is clearly stated. The question's significance is satisfactorily demonstrated; the student is explicitly conscious of the role of periodization in forming the question; the question is of manageable scope and logically formulated	The paper addresses a significant historical question that is clearly stated. The student makes an effort to demonstrate significance and to employ periodization. Question is of manageable scope, posed with minimal logical flaws in question framing	The paper addresses a historical question that can be identified with some difficulty. Significance of question unclear; minimal grasp of periodization; serious logical lapses in question framing	Significance of question not demonstrated; question of inappropriate scope or illogically presented; no grasp of periodization;	No identifiable historical question.
Student employs a broad range of sources	Makes thorough use of all relevant online and print databases to identify primary and secondary literature; uses classic and most recent secondary literature; no major secondary sources omitted; all available primary sources identified. All sources in bibliography thoroughly used in text.	Makes good use of relevant online and print databases; some lacunae in secondary or primary source base. A few sources in bibliography not fully used.	Makes some use of online or print databases; significant lacunae in source base; paper based on only a few of cited sources.	No evidence of using databases to establish source base; source base very limited. Major sources unknown or not employed. Little evidence that author has used works listed in bibliography.	No evidence of using databases; sources entirely insufficient and inappropriate to paper topic.
Student demonstrates awareness of interpretive differences	Demonstrates careful reading from all relevant historiographical traditions; offers thorough assessment of historiography and summarizes main ideas clearly; places his/her own work within the historiography	Has read widely in several historiographical traditions; assesses and summarizes those read; places his/her own work within the historiography	Cites at least two different interpretations; makes an effort to place his/her own work in reference to these two interpretations	Minimal discussion of interpretation in secondary works. No effort to place his/her own work within historiography.	No awareness of interpretive differences.
Student evaluates and analyzes primary sources	Demonstrates thorough awareness of origins, authors, contexts of all primary sources; consciously employs verification strategies as needed	Demonstrates some awareness of contexts of primary sources; employs some verification strategies	Offers partial evaluation of primary sources; spotty verification	Offers little to no evaluation of primary sources; no verification.	Is not aware of need to evaluate or verify sources.

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Student writes clearly	Thesis easily identifiable; paragraphs support solid topic sentences; all ideas in paper flow logically; argument identifiable, reasonable; anticipates and defuses counter-arguments; sentence structure, spelling, grammar, and punctuation excellent; absolutely no run-on sentences or comma splices.	Thesis promising but slightly unclear; some unclear transitions; some paragraphs lack strong topic sentences; argument usually flows logically; some evidence that counter-arguments acknowledged; mechanics strong despite occasional lapses.	Thesis vague, and poorly stated; weak transitions; many paragraphs without topic sentences; may not address counter-arguments; problems in sentence structure, grammar, citation, spelling, punctuation.	Thesis difficult to identify; few topic sentences; ideas do not flow at all; simplistic view of topic; no effort to grasp possible alternative views; big problems in sentence structure, mechanics.	Has no identifiable thesis. Shows minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis
Student develops an interpretation based on evidence	Primary sources analyzed in an original and intentional way; primary source information used to buttress every point with at least one example. Examples support sub-thesis and fit within paragraph. Excellent integration of quoted material into sentences.	Primary source information used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotations well integrated into sentences.	Limited reference to primary source material. Quotations appear often without analysis relating them to thesis, or analysis offers nothing beyond the quotation.	No apparent use of primary sources; very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotations not integrated into sentences;	No interpretation of evidence.
Student grasps relevant historical facts and context	Demonstrates detailed knowledge of contextual dates, persons, and documents, as well as political, cultural, social and international context for entire period under study; no necessary relevant facts omitted	Demonstrates substantial knowledge of dates, persons, documents, as well as most political cultural, social and international developments, with few lacunae	Demonstrate awareness of some obviously relevant dates, persons and documents; significant relevant developments omitted	Scant reference to relevant dates and developments apart from those in the main narrative; some mistakes in historical facts; serious contextual lacunae	Many mistakes in historical facts; more relevant facts omitted than included

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Student speaks clearly	Presentations/contributions to discussion clear, logical, organized; sentences complete and grammatical; consistently clarifies, responds to questions; summarizes when needed.	Presentations/contributions to discussion generally clear; a few minor points may be confusing; for the most part, sentences are complete and grammatical; generally responsive to audience comments.	Listener can follow presentation/contribution to discussion only with effort; organization haphazard; distracting grammatical errors, limited, inappropriate vocabulary; responds to questions inadequately.	Presentation/contribution appears to lack a point or structure; grammar and vocabulary errors obscure thesis; unable to address questions.	Student does not participate in class discussion and presentation