

PLO 1: Students will evaluate the role of the historian in society.

210 Method 1: Students will complete a project in which they analyze the professional roles that historians play in education, museums, libraries, archives, government agencies, historic sites, etc. These projects will be evaluated using a standardized rubric. Metrics will include knowledge of each field.

	Superior	Good	Adequate	Unacceptable
Higher Education	Identifies clearly and effectively the role of historians in institutions of higher education. Explains the responsibilities of historians as university teachers, as scholars, and as faculty members who provide service to the university.	Shows general knowledge of what academic historians do, and of their responsibilities inside and outside the classroom.	Passable description of the role of historians in higher education.	Poor description of the role of historians in higher education.
Secondary Education	Identifies clearly and effectively the role of historians as teachers in secondary education. Explains the responsibilities of historians as secondary school teachers who provide instruction and serve as members of high school faculty.	Provides a general description of what history teachers do at the secondary level.	Some ability to explain the role of historians in the institutions of secondary education.	Poor description of the role of historians as teachers in secondary schools.
Public History	Identifies clearly and effectively the role of historians in a broad range of institutions, such as archives, museums, historic sites, state and local historical agencies, newspapers, historic preservation projects, and all levels of government. Can provide an effective analysis of how historians convey their knowledge to the non-academic public.	General analysis of how historians seek to reach an audience through public history activities and institutions.	Passable description of how historians seek to reach an audience through public history activities and institutions.	Poor description of how historians seek to reach an audience through public history activities and institutions.

**Student name:
(Will be kept confidential)**

PLO 1: Students will evaluate the role of the historian in society.

210 Method 2: Students will complete a project in which they analyze the role historians have played in a contemporary political, social or cultural debate. These projects will be evaluated using a standardized rubric. Metrics will include knowledge of the issues raised in the debate, the value of historical perspective in analyzing contemporary issues, and the relationship between historians and the public.

	Superior	Good	Adequate	Unacceptable
Issues in context	Accurately summarizes and persuasively analyzes key issues in a specific contemporary debate to which historians have contributed.	General overview and analysis of the issues raised in a contemporary debate to which historians have contributed. Lacks the nuance of the superior response.	Passable analysis of the issues in a contemporary debate to which historians have contributed.	Poor description of the issues raised in a contemporary debate to which historians have contributed.
Value of historical perspective	Identifies clearly and effectively the value of a historical perspective in contemporary political, social, or cultural debates. Persuasive analysis with effective categorization of information and illustrative examples.	Provides a general analysis of why a historical perspective is valuable in resolving contemporary issues. Lacks the nuance of the superior response.	Passable analysis of the value of a historical perspective in resolving contemporary issues.	Poor description of the value of a historical perspective in resolving contemporary issues.
Historians and the public	Identifies clearly and effectively the role historians have played in a specific contemporary debate.	General description of the role of historians in debating and resolving contemporary issues. Lacks the nuance of the superior response.	Passable description of the participation of historians in broader public debate.	Poor description of the participation of historians in broader public debate.

**Student name:
(Will be kept confidential)**

PLO 2: The student will assess the significance of historical events/phenomena and analyze their historical contexts.

210 students will complete an assignment in which they apply historical thinking to specific events in the past. These assignments will be evaluated using a standardized rubric. The rubric will measure student proficiency in the description of events/phenomena, analysis of historical context, analysis of multiple perspectives, and evaluation of change over time.

	Superior	Good	Adequate	Unacceptable
Identification of characteristics of historical events and phenomena	Student can identify most key historical phenomena/events as identified by the course instructor or can make a well supported argument that an event is significant even if the instructor claims it is not.	Identifies many, though not all, of the key historical phenomena/events as identified by the course instructor or makes a weak argument that an event/phenomenon is key.	Some ability to identify key historical moments and displays an inability to explain why an event/phenomenon is important.	Barely indicates any knowledge of key historical phenomena/events as identified by the course instructor.
Analysis of events/phenomena in historical context	Demonstrates thorough knowledge of the period in which an event takes place; understands relevant political, economic, social, or cultural movements or trends associated with the event. The student can identify key people involved with events/phenomena.	Shows general knowledge of the time period surrounding the significant historical event/phenomenon in question.	Passable description of historical context without accuracy.	Barely indicates any knowledge of historical context.
Analysis of historical events & phenomena from multiple perspectives	Offers an in-depth understanding of multiple aspects (political, economic, social, or cultural) of key historical phenomena/events. Demonstrates an ability to compare/ contrast the events/phenomena with other relevant events. Demonstrates an understanding of multiple interpretations of events/phenomena.	Offers a general knowledge of the multiple aspects of events/phenomena as well as an understanding of at least two interpretations of events.	Some understanding of the various aspects relating to historical events/phenomena. Demonstrates limited or erroneous knowledge of alternative interpretations.	Reiterates one or two aspects of an event. Offers no knowledge of alternative interpretations.
Understanding of change over time, cause and effect	Demonstrates an understanding of continuity and change over time as well as the causes and consequences of historical events/phenomena.	Demonstrates knowledge of continuity and change over time as well as the causes and consequences of historical events/phenomena though with some slight errors and oversights.	Some understanding of continuity and change over time as well as the causes and consequences of historical events/phenomena.	Student deals with events as isolated incidents with no understanding of continuity and change or causes and consequences.

**Student name:
(Will be kept confidential)**

PLO 3: The student will locate, identify, and critically analyze primary and secondary sources appropriate for historical research.

210 students will complete an annotated bibliography project which will be evaluated using a standardized rubric. Metrics will include proficiencies in the following areas: identification of relevant sources, use of appropriate databases and other means of locating relevant sources, ability to distinguish between primary and secondary sources, ability to analyze sources for bias, reliability and relevance.

	Superior	Good	Adequate	Unacceptable
Locating sources	Effective use of finding aids, allowing location of most of the pertinent sources for the topic. Identification of a wide variety of source types, such as archival materials, scholarly articles, monographs, on-line databases, popular culture collections, photographs and artwork, and oral histories (Adjust as needed for topic and assignment).	Good use of finding aids, although a few tools remain unexplored, preventing the student from exploring some source types or identifying some key sources.	Passable use of finding aids, allowing identification of only one or two types of source.	Poor use of finding aids. AND/OR Use of inappropriate finding aids, leading to inappropriate sources.
Identifying relevant sources	Identification of most of the pertinent sources which address major and minor aspects of the topic from multiple perspectives.	Identification of some important sources, but other aspects of the topic remained underrepresented.	Identification of an adequate number of sources; key sources for the topic remain unaddressed.	Few sources used. AND/OR Sources do not pertain to the topic.
Primary versus secondary sources	Accurate distinctions between primary and secondary sources, effective explanations for how to use each type of source, and an appropriate balance between primary and secondary sources.	General distinctions are correct, although a few sources are miscategorized. Demonstrates an understanding of how to use each type of source, although there may be minor errors.	Inconsistent performance indicates confusion or an incomplete understanding of the difference between the two types of sources and how to use them.	Consistent errors indicate an inability to distinguish between the two types of source and a poor understanding of their use.
Analyzing sources for usefulness	Effective analysis of the relevance, bias, and reliability of each source. Strong explanation of how the source would be used in a research project.	General overview of the relevance, bias, and reliability of sources, good explanation of how sources would be used in a research project.	Passable analysis of the relevance, bias, and reliability of sources, limited explanation of how sources would be used in a research project.	Poor analysis of the relevance, bias, and reliability of sources, Poor explanation of how sources would be used in a research project.

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PLO 4: The student will interpret evidence found within primary sources and develop a historical argument supported by the gathered evidence.

210 students will complete a primary source analysis exercise which will be evaluated using a standardized rubric. Metrics will include proficiencies in the following areas: identification of key themes in the source, explanation of the context in which the source appeared, analysis of intended audience and author’s goals, and evaluation of the source as historical evidence.

	Superior	Good	Adequate	Unacceptable
Identification of key issues and main themes	Clear and effective identification of the key components and main themes in the source.	Identification of most but not all of the key components and main themes in the source.	Describes components only in general terms OR addresses only <u>one</u> component or theme included in the source.	Deals only briefly and vaguely with the key components and main themes in the source.
Evaluation of historical context	Effective analysis which explicitly draws connections between issues raised in the source and the specific historical context in which it was produced.	Uses general historical knowledge to examine issues included in source, but connections between the source and the time period are not explicit.	Passable description of historical context: some errors or limited references to key events, people, or institutions.	Poor description of historical context, major errors or few references to key events, people, or institutions.
Evaluation of intended audience and author’s goals	Clear and persuasive analysis of the author’s intended audience and/or goals for the document.	Good general overview of the author’s intended audience and/or goals.	Passable analysis of author’s intended audience and author’s goals.	Shows a poor understanding of author’s intended audience and author’s goals.
Interpretation of source as historical evidence	Effective synthesis of the information above into a coherent argument about the source as evidence about the past.	Good synthesis of information, although the overall argument is not as strong as it could be.	Some interpretation. There may be omissions or gaps in logic which prevent the student from developing an effective argument.	Reiterates one or two facts from the source but does not offer any analysis or interpretation of the document.

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PLO 5: The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the *Chicago Manual of Style*.

210 students will write a short paper which offers an interpretive thesis, which will be evaluated using a standardized rubric. Metrics will include proficiencies in the following areas: thesis definition, structure and organization, interpretation of evidence, clarity and general writing skills, citation and documentation.

	Superior	Good	Adequate	Unacceptable
Thesis	The first paragraph includes a well-defined and insightful thesis, which provides the focus for the rest of the paper. Later paragraphs strongly reinforce the thesis.	The first paragraph includes a thesis, but it is not as specific or insightful as an A-level thesis. Topic sentences of later paragraphs may give only indirect reinforcement of the thesis.	The thesis is vague or incomplete. The thesis does not provide a focus for the rest of the paper. Topic sentences of later paragraphs do not reinforce the thesis.	The thesis is extremely vague or factually incorrect. Topic sentences of later paragraphs do not reinforce the thesis. OR The student did not attempt to provide a thesis.
Structure & Organization	The structure of the paper strongly reinforces its argument. Evidence is organized into appropriate categories, and points are supported with well-chosen examples. The paper reads easily with clear, smooth transitions and fully developed paragraphs.	The structure of the paper is appropriate, but slightly flawed. The paper features relevant evidence and some examples. The paper features coherent ideas, although there may be a few rough transitions. One or two points may be out of order.	The structure of the paper limits its effectiveness in some way. Common problems include: poor paragraph structure, failure to distinguish between major and minor points, insufficient detail to support generalizations, confusing chronology, etc.	The poor structure of the paper prevents the student from making any argument at all. Paragraphs do not fit together to build an argument. Organization is confusing, and ideas do not relate to one another clearly.
Interpretation of evidence	The paper offers a sophisticated interpretation of the evidence, especially regarding cause and effect and change/continuity over time. The analysis of evidence strongly supports the claims made in the thesis.	The paper indicates a solid interpretation of the evidence, although not as nuanced as the superior paper.	The student makes some attempt to interpret evidence, but the paper suffers from omissions or errors in this area. There may be gaps in logic which prevent the student from analyzing a source effectively.	The student makes only a limited attempt to interpret evidence, or the paper indicates a significant misunderstanding of the evidence.
Clarity and Presentation	The student uses sophisticated sentences, chooses effective words, and observes all the conventions of English grammar to craft an eloquent essay.	The student demonstrates a good command of grammar, but there are a few instances of awkward phrasing, vague sentences, misused words, passive voice, and/or minor punctuation errors.	The paper suffers from more than a few problems with awkward phrasing, vague sentences, misused words, passive voice and/or grammatical errors.	The paper suffers from major grammatical and stylistic errors, such as subject-verb disagreement, sentence fragments, comma splices, misused words, and spelling errors.
Documentation	Both paraphrases and quotations are cited as needed using CMS format.	Most but not all necessary citations are given. OR There are minor errors in CMS formatting.	There are minor problems with improper paraphrases, although these are usually cited. OR There are moderate problems with CMS formatting.	There are major problems with improper paraphrases. AND/OR There are severe problems with CMS formatting. AND/OR The student makes no attempt to document sources.

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