

Assessment Rubric for History Program Learning Outcome #1

Students who complete the program in History will be able to: Conduct historical research, including analyzing primary and secondary sources, using appropriate citation methods, and constructing historical arguments.

Criterion	Minimal Evidence (1pt)	Some Evidence (2 pts)	Sufficient Evidence (3 pts)	Exceptional Evidence (4 pts)
Argument	No thesis. Little or no argument. Body of paper does not support the argument.	Thesis fails to make an argument. Paragraphs do not consistently further the argument. Argument may not proceed logically. Sources offer little support for argument.	Has a thesis. Argument constructed clearly and logically. Argument is relatively obvious and less unique. Sources offer less support for argument. Counter-arguments not carefully considered.	A clear thesis presents an argument that is unique, sophisticated, and gives direction to the paper. Paper is constructed logically around the argument; counter-arguments are considered; sources are used to support the argument.
Structure & Writing Style	Paper has frequent errors and meaning is often obscured. Lacks clear organization.	Portions of paper are difficult to understand because of unclear word usage or grammatical errors. May be lacking a clear intro or conclusion; may have many paragraphs that don't directly support the argument; lacks good transitions and topic sentences.	Clear and grammatically correct. Occasional minor errors in word usage or typos; still easy to read and follow argument. Paragraphs flow in an orderly and logical manner.	Writing is clear and precise; words used correctly; language is not superfluous; ideas and terms explained thoroughly; paper carefully edited with no spelling or grammar errors. Paragraphs flow in an order that makes sense; there are transitions between paragraphs; clear intro and conclusion.

<p>Citations</p>	<p>Lacks proper citations.</p>	<p>Incomplete citations; minor problems with not citing sources when paraphrasing or quoting sources incorrectly.</p>	<p>Minor problems with citations; imperfect use of chosen citation method.</p>	<p>All sources properly cited using an accepted academic citation method (Chicago, MLA, APA). Footnotes or endnotes and bibliography are properly formatted. Quotations are always in quotation marks and are quoted verbatim.</p>
<p>Analysis of Sources</p>	<p>Source(s) used in a way that does not support the argument. No explanation or analysis of source(s).</p>	<p>Source(s) not analyzed, just summarized and quoted from; source(s) offer little support for argument.</p>	<p>Source(s) not as carefully examined. Source(s) used to support argument in an obvious/ superficial way.</p>	<p>Source(s) carefully and critically examined. Source(s) used to provide strong evidence for the argument; source(s) interpreted, explained, compared and contrasted.</p>
<p>Use of Sources (for research papers only)</p>	<p>Very few sources. Very limited range of sources. Unreliable or un-scholarly sources. Sources unrelated to argument.</p>	<p>Not enough sources used. Lacking in primary or secondary sources. Some sources not reliable. Significantly overuses websites.</p>	<p>Uses both primary and secondary sources. Sources are appropriate but limited, and may not represent the full range of historiographical perspectives. May moderately overuse online sources.</p>	<p>Uses both primary and secondary sources. Sources represent a range of time periods and historiographical perspectives; include books, peer-reviewed journals, and may include reliable websites; are relevant to the topic and appropriately academic in nature. Internet sources not overused.</p>