

Assessment Rubric for History Program Learning Outcome #1

Students who complete the program in history will be able to: **Complete a substantial historical project autonomously.** This PLO #1 aligns with the AACU VALUE rubric for core competency #1 (written communication).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and <u>focuses all elements of the work.</u>	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Argument Development	Offers a sophisticated, relevant, and <u>compelling argument</u> to illustrate mastery of the subject, conveying the writer's deep understanding	Offers a sophisticated, relevant, and compelling argument that explores ideas within the subject matter	Offers an appropriate and relevant argument	Offers an appropriate but simple argument
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in history</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to history, including <u>organization</u> , content, presentation, formatting, and <u>citation of sources.</u>	Demonstrates consistent use of important conventions particular to history, including organization, content, presentation, and citation of sources.	Follows expectations appropriate to history, including basic organization, content, presentation, and citation of sources.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of <u>high-quality, credible, relevant sources</u> to develop ideas that are appropriate for historical writing	Demonstrates consistent use of credible and relevant sources to support ideas that are situated within historical writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for historical writing.	Demonstrates an attempt to use sources to support ideas in the writing.

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Control of Syntax and Mechanics	Uses graceful language that <u>skillfully communicates</u> meaning to readers with clarity and fluency, and is <u>virtually error-free</u> .	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
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Assessment Rubric for History Program Learning Outcome #2

Students who complete the program in history will be able to: **demonstrate the relationship between primary and secondary materials by assessing a historian’s work and recognizing the evidence used to construct that historical argument.** This PLO #2 aligns with the AACU VALUE rubric for core competency #4 (critical thinking).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of issues	<u>Issue/problem to be considered critically is stated clearly</u> and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. <u>Viewpoints of experts are questioned thoroughly.</u>	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.

<p>Influence of context and assumptions</p>	<p>Thoroughly (systematically and methodically) <u>analyzes own and others' assumptions and carefully evaluates the relevance of contexts</u> when presenting a position.</p>	<p>Identifies own and others' assumptions and several relevant contexts when presenting a position.</p>	<p>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</p>	<p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p>
<p>Student's position (perspective, thesis/hypothesis)</p>	<p><u>Specific position (perspective, thesis/hypothesis) is imaginative</u>, taking into account the complexities of an issue. <u>Limits of position (perspective, thesis/hypothesis) are acknowledged.</u> <u>Others' points of view are synthesized</u> within position (perspective, thesis/hypothesis).</p>	<p>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</p>	<p>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</p>	<p>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</p>
<p>Conclusions and related outcomes (implications and consequences)</p>	<p>Conclusions and related outcomes (consequences and implications) are <u>logical and reflect student's informed evaluation</u> and ability to place evidence and perspectives discussed in priority order.</p>	<p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>

Assessment Rubric for History Program Learning Outcome #3

Students who complete the program in history will be able to: **present and analyze, in an oral presentation, different perspectives on an event from the past.** This PLO #3 aligns with the AACU VALUE rubric for core competency #2 (oral communication).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)	N/A
Organization	<u>Organizational pattern</u> (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	
Language	<u>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation.</u> Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	

Delivery	<u>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness)</u> make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	
Supporting Material	<u>A variety of types of supporting materials</u> (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	
Central Message	<u>Central message is compelling</u> (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	

Assessment Rubric for History Program Learning Outcome #4

Students who complete the program in history will be able to: **have an academic transcript that shows courses with content that ranges over time, space, culture, and qualitative and quantitative historical methods.** This PLO #4 aligns with the AACU VALUE rubric for core competency #5 (quantitative reasoning).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)	N/A
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	<u>Provides accurate explanations of information</u> presented in mathematical forms. <u>Makes appropriate inferences</u> based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>	
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	

<p>Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i></p>	<p>Uses the quantitative analysis of data as the <u>basis for deep and thoughtful judgments</u>, drawing insightful, carefully qualified conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.</p>	
<p>Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i></p>	<p>Explicitly <u>describes assumptions and provides compelling rationale</u> for why each assumption is appropriate. Shows awareness that confidence in <u>final conclusions is limited by the accuracy of the assumptions</u>.</p>	<p>Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.</p>	<p>Explicitly describes assumptions.</p>	<p>Attempts to describe assumptions.</p>	
<p>Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i></p>	<p>Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, <u>and explicates it with consistently high quality</u>.</p>	<p>Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.</p>	<p>Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.</p>	<p>Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)</p>	

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Assessment Rubric for History Program Learning Outcome #5

Students who complete the program in history will be able to: **Find appropriate materials online, in a library, or in the community and know how to cite them.** This PLO #5 aligns with the AACU VALUE rubric for core competency #3 (information literacy).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. <u>Types of information (sources) selected directly relate to concepts or answer research question.</u>	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies <u>and most appropriate information sources.</u>	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) <u>analyzes own and others' assumptions</u> and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<p>Use Information Effectively to Accomplish a Specific Purpose</p>	<p><u>Communicates, organizes and synthesizes information from sources</u> to fully achieve a specific purpose, with clarity and depth</p>	<p>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</p>	<p>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</p>	<p>Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.</p>
<p>Access and Use Information Ethically and Legally</p>	<p>Students use correctly all of the following information use strategies (<u>use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution</u>) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>