

### 2006-2007 HIS Communication Skills Rubric

Expectations	Does Not Meet	Approaches	Meets	Exceeds
<p>Demonstrate an ability to develop a well organized, well reasoned, correct, coherent argument .</p>	<p>Ideas or evidence are irrelevant and/or incorrect or ideas and/or evidence are not provided. Material is weak with no regard for accuracy and context. Lacks coherence and organization within and between paragraphs. Provides little or no transitional material.</p>	<p>Evidence or ideas are vague and partially correct and/or offers inconsistent ideas and evidence. Material is thin and overly general with inconsistent regard for accuracy and context. Some coherence and organization within and between paragraphs. Transitions are sketchy, inconsistent or awkward.</p>	<p>Ideas and evidence are reasonably well elaborated, relevant and supportable or supported. Material is presented with due regard for accuracy and context. Consistent coherence and organization within and between paragraphs. Suitable transitional material.</p>	<p>Ideas and evidence are sophisticated, insightful and supportable or supported. Presents and interprets complex material with sophisticated attention to accuracy and context. Careful attention paid to coherence and organization. Sophisticated use of transitional material.</p>
	0	0	0	0
<p>Demonstrate an ability to present an argument that is supported by correct grammar, punctuation and documentation.</p>	<p>Kind and number of errors seriously impede the reader and undermine the credibility of the written text. Includes little or no evidence that information or ideas were provided from external sources.</p>	<p>Kind and number of errors distract the progress of the reader and undermine the credibility of the written text. Inconsistently cites external sources in an inconsistent bibliographic format.</p>	<p>Kind and number of errors neither distract the progress of the reader nor undermine the credibility of the written text. Adequately cites external sources in an approved bibliographic format.</p>	<p>Technical competence illustrates a mature command of the conventions of standard written English. Properly, consistently and completely cites all external sources used and in a proper, approved bibliographic format.</p>
	0	0	0	0
<p>Proper use of sources</p>	<p>Appropriate resources are not used and/or there is no variety in the resources. Is not effective in relating various sources both to each other and to the purpose of the assignment.</p>	<p>Uses 1 or 2 appropriate resources (minimal variety), and/ or some sources are inappropriate. Is somewhat effective in relating various sources to each other and to the purpose of the assignment.</p>	<p>Uses a good variety of primarily appropriate resources. Is effective in relating various sources to each other and to the purpose of the assignment.</p>	<p>Uses an excellent variety of appropriate resources and synthesizes all information into a high quality end product. Is highly effective in relating various sources to each other and to the purpose of the assignment.</p>
	0	0	0	0
<p>Critical Reasoning of the Argument</p>	<p>The work does not include or distinguish between: generalizations and supporting details, examples and concepts, facts and opinions. Implications of a line of reasoning are not articulated.</p>	<p>The work begins to include and distinguish between: generalizations and supporting details, examples and concepts, facts and opinions. The work recognizes that implications follow from a line of reasoning, but does not demonstrate an awareness of other lines of reasoning and the implications that follow.</p>	<p>The work ably distinguishes between: generalizations and supporting details, examples and concepts, facts and opinions. The work demonstrates an understanding of the implications of a line of reasoning and an awareness that alternative lines of reasoning exist.</p>	<p>The work articulates a complex understanding of the differences between: generalizations and supporting details, examples and concepts, facts and opinions. The work articulates the implications of the line of reasoning, alternative lines of reasoning, and the implications that follow. The work responds to challenges to the line of reasoning.</p>
	0	0	0	0

### HIS Linkages and Experiences Rubric

Expectations	Does Not Meet	Approaches	Meets	Exceeds
<p>Demonstrate an understanding of the linkage between Historical Studies and allied disciplines such as Archaeology, Art, Latino Studies, Asian Studies, etc.</p>	<p>Demonstrates little or no knowledge of the linkage and shared ideas between Historical Studies and allied disciplines. Offers few or no ideas describing these connections.</p>	<p>Demonstrates some understanding of how Historical Studies and allied disciplines are linked. Some understanding of shared ideas. Offers some ideas or evidence supporting these connections.</p>	<p>Demonstrates a good understanding of how Historical Studies and allied disciplines are linked. Offers many ideas or much evidence supporting these connections.</p>	<p>Demonstrates a sophisticated understanding of how Historical Studies and allied disciplines are linked. Offers very many ideas or very much evidence supporting these connections.</p>
	0	0	0	0
<p>Demonstrate an understanding of the historical experiences that go beyond a single time period and national or cultural experience.</p>	<p>Demonstrates little or no understanding of the historical experiences shared by one or more groups across time periods or cultures or events. Shows little interpretation or analysis of these shared experiences within and between groups.</p>	<p>Demonstrates some understanding of the historical experiences shared by one or more groups across time periods or cultures or events. Shows some interpretation or analysis of these shared experiences within and between groups.</p>	<p>Demonstrates good understanding of the historical experiences shared by one or more groups across time periods or cultures or events. Shows good interpretation or analysis of these shared experiences within and between groups.</p>	<p>Demonstrates sophisticated understanding of the historical experiences shared by one or more groups across time periods or cultures or events. Shows in-depth interpretation or analysis of these shared experiences within and between groups.</p>
	0	0	0	0
<p>Demonstrate an understanding of historical forces that have shaped social change and contemporary human problems.</p>	<p>Demonstrates little or no understanding of the historical forces that have shaped and changed the world or a region of the world. Work lacks any evidence of knowledge of how forces have affected different groups.</p>	<p>Demonstrates some understanding of the historical forces that have shaped and changed the world or a region of the world. Work refers to how forces have affected different groups.</p>	<p>Demonstrates good understanding of the historical forces that have shaped and changed the world or a region of the world. Work describes how forces have affected different groups.</p>	<p>Demonstrates sophisticated understanding of the historical forces that have shaped and changed the world or a region of the world. Work demonstrates analytical skill in discussing how forces have affected different groups.</p>
	0	0	0	0

### HIS Historical Literature and Material Rubric

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Demonstrate a knowledge of the broad historical literature.	Necessary data and information is not located or used.	Use only of Data and information is readily available in on hand texts or other materials, but material beyond that is not consulted.	Appropriate handbooks and standard reference works are located and used to find necessary data and information.	Appropriate handbooks and standard reference works are located and used to find necessary data and information and a variety of sources are used.
	0	0	0	0
Demonstrate an ability to analyze historical material and make appropriate judgments.	Does not demonstrate an ability to analyze historical material and make appropriate historical judgments, or does so weakly.	Demonstrates some ability to analyze historical material and make appropriate historical judgments based on analysis and interpretation of the material.	Demonstrates good ability to analyze historical material and make appropriate historical judgments based on a solid analysis and interpretation of the material.	Demonstrates sophisticated ability to analyze historical material and make appropriate historical judgments based on a sophisticated analysis and interpretation of the material.
	0	0	0	0
Demonstrate an ability to establish causal relationships between facts.	Does not demonstrate an ability to establish or identify casual relationships between historical facts. Is unable to draw useful conclusions regarding historical facts.	Demonstrates some ability to establish or identify casual relationships between historical facts. Is able to draw somewhat useful conclusions regarding historical facts.	Demonstrates good ability to establish or identify casual relationships between historical facts. Is able to draw useful conclusions regarding historical facts.	Demonstrates superior ability to establish or identify casual relationships between historical facts. Is able to draw sophisticated and useful conclusions regarding historical facts.
	0	0	0	0
Demonstrate an ability to find order in patterns.	Does not demonstrate an ability to find order in patterns of history. Does not demonstrate ability to recognize patterns in history, or	Demonstrates some ability to find order in patterns of history. Demonstrates some ability to recognize patterns in history.	Demonstrates a good ability to find order in patterns of history. Demonstrates a good ability to recognize patterns in history.	Demonstrates a superior ability to find order in patterns of history. Demonstrates superior ability to recognize patterns in history.
	0	0	0	0
Demonstrate an ability to answer deeper questions about history, such as why and how, without simply reporting.	Demonstrates little or no ability to answer deeper questions about history. Facts may be reported incorrectly.	Demonstrates some ability to answer deeper questions about history. Facts are reported correctly but without much analysis or interpretation.	Demonstrates good ability to answer deeper questions about history. Facts are reported correctly with some analysis or	Demonstrates superior ability to answer deeper questions about history. Facts are reported correctly with sophisticated analysis or interpretation.
	0	0	0	0

### HIS Research Skills Rubric

Expectations	Does Not Meet	Approaches	Meets	Exceeds
<p>Demonstrates knowledge of how to use libraries, including locating appropriate materials and conducting research.</p>	<p>Does not demonstrate an ability to locate even a few appropriate materials and resources within a library. Does not demonstrate an ability to conduct appropriate library research.</p>	<p>Demonstrates some ability to locate some appropriate materials and resources within a library. Demonstrates some ability to conduct appropriate library research.</p>	<p>Demonstrates good ability to locate appropriate materials and resources within a library. Demonstrates good ability to conduct appropriate library research.</p>	<p>Demonstrates a superior ability to locate many appropriate resources within a library. Demonstrates a superior ability to conduct appropriate library research.</p>
	0	0	0	0
<p>Demonstrates knowledge of the diversity of materials that record and interpret the past.</p>	<p>Demonstrates little or no knowledge of the diversity of historical research materials. Utilizes few or none of these resources.</p>	<p>Demonstrates some knowledge of the diversity of historical research materials. Utilizes some of these resources.</p>	<p>Demonstrates good knowledge of the diversity of historical research materials. Utilizes a good number of these sources.</p>	<p>Demonstrates sophisticated knowledge of the diversity of historical research materials. Utilizes many of these resources.</p>
	0	0	0	0
<p>Demonstrates an understanding of the history as a creative art, a subjective discipline and an imaginative interpretation of the past.</p>	<p>Demonstrates little or no understanding of history as a creative art that is subjective and created by those who record and interpret the past.</p>	<p>Demonstrates some understanding of history as a creative art that is subjective and created by those who record and interpret the past.</p>	<p>Demonstrates good understanding of history as a creative art that is subjective and created by those who record and interpret the past.</p>	<p>Demonstrates sophisticated understanding of history as a creative art that is subjective and created by those who record and interpret the past.</p>
	0	0	0	0