

## **History 10 Learning Goals: Elements of a grading rubric**

(Note that unlike the History 106 rubric, which is used for all proseminar papers, in History 10 different clusters of these criteria will be appropriate for different short writing assignments.)

### **1. Chronological Thinking**

The student/author:

- distinguishes clearly between different eras of the past as well as between past and present.
- identifies the temporal structure of a historical narrative.
- successfully interprets information presented in time lines.
- compares alternative models for periodization.
- discerns basic patterns of continuity and change.

### **2. Historical Comprehension**

The student/author:

- identifies different types of sources, their purpose, and their usefulness to historical study.
- reconstructs the literal meaning of an historical document.
- exhibits the ability to describe the past through participants' eyes.
- avoids judging the past solely in terms of present-day norms and values.
- identifies an historical thesis or interpretation embedded in an historical essay or book.
- accurately draws upon information in historical tables, charts and maps.
- draws persuasively upon visual, literary, or musical sources.

### **3. Historical Analysis and Interpretation**

The student/author:

- distinguishes clearly between historical facts and interpretations.

- persuasively assesses the intent and credibility of historical documents and addresses significant historical questions by analyzing them.
- compares and contrasts differing sets of ideas, personalities, behaviors, and institutions.
- uses multiple perspectives and appropriate information about historical context to analyze and evaluate issues and decisions confronted by people in the past.
- analyzes causation and historical explanation, including multiple factors and different scales of explanation (from the biographical to the macro-social).
- understands the ways that social categories such as race, class, gender, and religion influenced people's behaviors in the past.
- understands the characteristics of different historical realms (environment, politics, society, culture, ideas) and their study as routes to understanding the past.
- compares and contrasts conflicting historical interpretations, evaluating them by weighing their arguments and evidence.
- challenges arguments of historical inevitability.
- assesses nationalist myths and other myths about the past against the historical record
- successfully interrogates statistical and quantitative historical sources.
- analyzes similarities and differences between popular historical genres (such as commercial films and historical fiction) and scholarly historical narratives.

#### **4. Historical Research and Writing**

The student/author:

- centers the essay/paper on a governing question and responds with a clear position or thesis.
- makes clear distinctions and develops the paper's argument logically.
- obtains and uses ample and appropriate supporting evidence.
- constructs a sound historical interpretation and reaches a significant conclusion.
- has edited the paper to eliminate errors of grammar, punctuation, and spelling.
- has gathered a bibliography that includes appropriate primary and secondary sources.
- documents sources thoroughly according to the course style guide (Rampolla, 6<sup>th</sup> ed.)