Rubric for Assessment of Student Advanced U.S. and Non-U.S. History Papers for Achieving Desired Student Learning Outcomes

Component 1: Historical Thesis/Argumentation

- 1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.
- 2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.
- 3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence

- 1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.
- 2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.
- 3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.

Component 3: Clarity/Quality of Composition

- 1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
- 2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
- 3 Points: The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Paper

- 1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.
- 2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.
- 3 Points: The student has written a well organized, coherent, and logically flowing paper.

Component 5: Historical Sense

- 1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.
- 2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.
- 3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.