

## HIS-411 Capstone Rubric (to assess History Department SLOs 3 & 4)

<b>SLO3: Historical Research</b>	<b>Students will conduct original research by investigating and interpreting primary and secondary sources</b>	Not met	Basic	Proficient
<b>Does the paper pose a focused, significant, and researchable question?</b>	<ul style="list-style-type: none"> <li>The paper poses a problem of interpretation or explanation rather than merely narrating an episode or discussing a topic from an ahistorical perspective</li> <li>The scope of the paper is well-defined, feasible, and focused.</li> </ul>			
<b>Is the paper built upon a sufficient, appropriate, and effective research bibliography?</b>	<ul style="list-style-type: none"> <li>The paper relies on a sufficient range of secondary sources.</li> <li>The bibliography consists of credible scholarly sources.</li> <li>The bibliography is directly relevant to the research problem.</li> </ul>			
<b>Does the paper demonstrate the skillful utilization and interpretation of primary sources?</b>	<ul style="list-style-type: none"> <li>The paper addresses a sufficient array of primary sources relevant to the research question.</li> <li>The paper evaluates primary sources according to the historical contexts of their production.</li> <li>The analysis is sophisticated, and appropriately evaluates the primary sources according to their credibility, authority, authenticity, consistency, completeness, bias, and propagandistic agenda.</li> </ul>			
<b><i>OVERALL ASSESSMENT OF SLO3 (Historical Research)</i></b>				
<b>SLO4: Historical Interpretation</b>	<b>Students will use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing.</b>	Not met	Basic	Proficient
<b>Is the paper organized around a coherent and persuasive thesis?</b>	<ul style="list-style-type: none"> <li>The thesis is clear, substantial, and appropriate to the historical discipline.</li> <li>The thesis goes beyond summarizing others' scholarship to reflect the student's own research and discovery process.</li> </ul>			
<b>Does the paper integrate evidence effectively?</b>	<ul style="list-style-type: none"> <li>The paper effectively subjects primary and secondary sources to a recognizable method of historical analysis acceptable to the discipline.</li> <li>The paper effectively, appropriately, and accurately summarizes and synthesizes the scholarship in the research bibliography.</li> <li>The paper's argument builds from or responds to the scholarship in the research bibliography.</li> </ul>			
<b>Is the documentation effective, accurate, and complete?</b>	<ul style="list-style-type: none"> <li>The paper documents evidence with effective and appropriate citations.</li> <li>The notes and bibliography are complete, accurate, and follow established style guidelines.</li> </ul>			
<b>Is the writing clear and effective?</b>	<ul style="list-style-type: none"> <li>The paper deploys paraphrasing and quotations effectively and appropriately.</li> <li>The prose is compelling and engaging with well-phrased, grammatically correct sentences that vary in length and structure, and are linked by smooth and effective transitions.</li> <li>Ideas are arranged logically and flow smoothly and coherently from one point to another.</li> </ul>			
<b><i>OVERALL ASSESSMENT OF SLO4 (Historical Interpretation)</i></b>				