

# HISTORY DEPARTMENT RUBRIC FOR HIS-391 (to assess LGs 3 & 4)

	Product(s): Research paper or project proposal based on primary source material with thesis or working hypotheses informed by secondary literature. OR: Separately assessed assignments which aim to develop component skills.	Goal Not Met	Basic	Proficient
<b>Criteria, LG3:</b>	<b>RESEARCH: Investigate and interpret primary and secondary sources to conduct original research, including:</b>			
<b>Developing a research question, finding and assessing sources</b>	<b>Inquiry:</b> Has the student posed a <i>problem</i> of interpretation or explanation, not just a topic for discussion or narration? Are there <i>focused</i> and <i>researchable</i> questions likely to bring specific evidence to bear on interpretation?			
	<b>Information Literacy Scholarship:</b> Has the student demonstrated ability to locate and summarize accurately arguments of scholarly or secondary texts?			
	<b>Information Literacy Primary:</b> Has the student demonstrated the ability to locate and assess reliable primary sources pertinent to a question?			
<b>Interpreting Secondary Sources</b>	Has the student demonstrated the ability to interpret secondary sources in relation to problems of explanation and main ideas?			
	If the student pulls original evidence from secondary sources, is it balanced with original evidence from primary sources?			
<b>Interpreting primary sources</b>	Does the student interpret historical data in relation to the social, political and economic <b>context</b> in which it was created?			
	Does the student turn raw data into evidence, by making warranted inferences or integrating source material into clear sentences and paragraphs that support controlling ideas of the thesis?			
<b>Criteria, LG4</b>	<b>WRITING: Clearly communicate the student's findings or hypotheses in writing.</b> <b>Thesis:</b> Is the writer's thesis or working hypothesis clear and substantial?			
<b>Organizing a coherent and persuasive thesis with clear ideas and evidence</b>	<b>Perspectives:</b> Does the student acknowledge, to the extent possible, competing and conflicting perspectives in primary and secondary sources?			
	<b>Coherence/Development:</b> In essays or proposals, do the student's ideas develop logically? Do paragraph transitions flow smoothly from one to another (a standard diagnostic for coherence)?			
	<b>Prose Clarity:</b> Is the writing clear, competent, even compelling, with well-phrased, grammatically-correct sentences varied in length and structure?			
	<b>Integration of Evidence</b> -- Does the writing paraphrase and use quotations effectively and appropriately?			
<b>Accuracy and Completeness of Documentation</b>	Are the footnotes/endnotes or bibliographic citations complete and accurate? Does the student use citations appropriately to document evidence?			

Approved 4/26/2019