

**Learning Goal 2: Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]**

**HISTORY DEPARTMENT RUBRIC for 200-300 level courses** (to assess Learning Goal 2): Criteria for LG 2 with assessment measures to be administered by professors in 200 and 300 level courses, either as end-of-semester surveys given to students or folded into individual assignments.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Possible Assessment Examples</b>
<b>CONTEXT:</b> Recognize elements of historical context, e.g. what kinds of information are needed to build context.	<p>Marshalls evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.</p> <p>Recognizes the significance of major events (e.g. wars) and patterns (e.g. migration) and explains why and how they established a different path of development.</p>	<p>Evaluates the implementation of decisions.</p> <p>Identifies relevant historical antecedents.</p>	Identifies issues and problems in the past.	<p>1) Give students one set of historical facts and have them explain how the facts might lend themselves to two or more different interpretations.</p> <p>2) Provide students with examples of evidence; ask them which course theme(s) they apply to and tell them to explain why.</p> <p>3) Ask students to list the questions they would need to ask to understand the historical context of a particular time and place.</p>
<b>SOURCES:</b> Comprehend how primary sources are used to construct history.	<p>Identifies author/creator of primary source(s) and assesses the effect of this on the validity and perspective of the source.</p> <p>Recognizes the purpose of the source as well as its intended audience and how these factors shape its content.</p> <p>Recognizes the need for multiple primary sources to support an argument.</p>	Recognizes the need for multiple sources and identifies the author/creator of each.	Evaluates the validity or perspective of minimal sources.	<p>1) Give students a list of sources and have them identify primary sources for a project.</p> <p>2) Ask students to analyze a primary source and how it might be used to address a research question.</p> <p>3) Ask students to list the questions they would use to interrogate a primary source, e.g. authorship, intended audience, assumptions made by the author, etc.</p>
<b>INTERPRETATION:</b> Comprehend an author's argument in a secondary source.	<p>Recognizes that an author's analysis is supported by evidence from multiple primary sources.</p> <p>Recognizes that an author explains historical context, accounts for multiple perspectives and experiences and makes relevant connections between peoples, events, ideas, and places.</p> <p>Recognizes that an author's perspective influences her interpretation of a primary event.</p>	Recognizes that an author's analysis is supported by evidence from multiple primary sources.	Recognizes an author's argument or thesis.	<p>1) Ask students to identify an author's argument in an assigned article and the evidence used to support the argument.</p> <p>2) Give students examples of an author stating an argument and an author recapitulating the argument of a secondary source and ask the students to distinguish between them.</p> <p>3) Once students recognize an author's argument give them a list of possible sources the author could have used and have them discuss why the author selected certain evidence rather than other evidence.</p>