

Grading Rubric | African History

Criteria for evaluating content knowledge, historical thinking skills, & writing skills

	Command of content knowledge	Argumentation & Use of Evidence	Chronological Reasoning	Comparison & Contextualization	Interpretation & Synthesis	Written Expression
A	Provides multiple and detailed evidence drawn from assigned materials.	<p>Constructs a persuasive historical argument accounting for conflicting historical evidence.</p> <p>Consistently analyzes primary sources using most of the following elements: audience, point of view, format, and argument.</p> <p>Recognizes possible limitations of evidence used to support historical arguments.</p>	<p>Evaluates the interaction of multiple causes and effects.</p> <p>Explains historical patterns of continuity and change over time with similar depth of complexity for both.</p> <p>Evaluates alternative models of periodization.</p>	<p>Explains an appropriate historical comparison using more than one of the following: geography, chronology, or specific source material and evaluates their significance.</p> <p>Investigates multiple ways in which specific historical processes or individuals relate to broader regional, national, or global processes.</p>	<p>Articulates how models of historical interpretation change over time.</p> <p>Creates a persuasive understanding of the past by using multiple historical thinking skills and disparate evidence from primary and secondary sources.</p>	<p>Articulates an original thesis or argument.</p> <p>Displays fluid prose.</p> <p>Prose is free of grammatical and typographical errors.</p>

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B	<p>Puts readings and other assignments in dialogue with each other.</p> <p>Makes clear connections to context & chronology.</p> <p>Provides multiple or detailed evidence drawn from assigned materials.</p> <p>Makes no factual errors.</p>	<p>Constructs an historical argument substantiated with relevant evidence.</p> <p>Appropriately analyzes historical sources using some of the following elements: audience, point of view, format, and argument.</p> <p>Analyzes relevant historical evidence to support an argument.</p>	<p>Explains causes and effects.</p> <p>Differentiates between short term and long term causes and effects.</p> <p>Explains historical patterns of continuity and change over time and connects them to larger processes.</p> <p>Explains different models of periodization.</p> <p>Demonstrates detailed knowledge of chronology.</p>	<p>Explains an historical comparison using one of the following: geography, chronology, or specific citations in assigned materials.</p> <p>Explains how specific historical processes or individuals relate to broader regional, national, or global processes.</p>	<p>Explains how historians use evidence to construct historical interpretations.</p> <p>Critically evaluates diverse historical interpretations.</p> <p>Employs different disciplinary perspectives to address historical questions.</p> <p>Identifies connections between different historical contexts, including the present.</p>	<p>Provides a strong opening hook.</p> <p>Constructs clear transitions between paragraphs.</p> <p>Constructs a compelling narrative or organizational structure.</p> <p>Prose has minimal grammatical and typographical errors.</p>

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C	<p>Reproduces information from assigned readings and films with only 1 or 2 factual errors.</p> <p>Correctly locates information from assignments in broad chronological & spatial context.</p>	<p>Articulates a plausible historical claim or argument as appropriate with limited evidence.</p> <p>Identifies the context and purpose in primary sources.</p> <p>Identifies relevant historical evidence to support a claim or an argument.</p> <p>Distinguishes between primary and secondary sources.</p>	<p>Distinguishes between cause and effect.</p> <p>Identifies basic causes and effects.</p> <p>Identifies historical patterns of both continuity and change over time.</p> <p>Distinguishes between different models of periodization.</p> <p>Demonstrates basic knowledge of chronology.</p>	<p>Articulates an appropriate historical comparison.</p> <p>Accurately identifies a relationship between specific historical processes or individuals and regional, national, or global processes.</p>	<p>Identifies different historical interpretations of an historical event or process.</p> <p>With direction, employs different disciplinary perspectives to address historical questions.</p> <p>With direction, identifies connections between different historical contexts, including the present.</p>	<p>Articulates a clear thesis statement.</p> <p>Constructs coherent paragraph structure.</p> <p>Connects paragraphs in a logical order.</p> <p>Uses correct grammar and punctuation, with some errors or typos.</p> <p>Correctly makes citations using footnotes in Chicago style.</p>

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D	<p>Reproduces information from assigned readings and films with many factual errors.</p> <p>Incorrectly locates information from assignments in broad chronological & spatial context.</p>	<p>Makes an implausible claim not supported by the evidence.</p> <p>Misinterprets the context or purpose in primary sources.</p> <p>Misinterprets historical sources and misuses evidence.</p> <p>Usually confuses primary and secondary sources.</p>	<p>Confuses cause and effect</p> <p>May recall basic causes or effects, but not both.</p> <p>Identifies historical patterns of either continuity or change over time, but not both.</p> <p>Demonstrates basic awareness of periodization.</p> <p>Demonstrates incomplete knowledge of chronology..</p>	<p>Articulates a historical comparison, but does so incorrectly or inappropriately for the task.</p> <p>Makes vague or incorrect generalizations about relationships between historical processes or individuals and regional, national, or global processes.</p>	<p>Misunderstands historical interpretations</p> <p>With direction, recognizes different disciplinary perspectives, but incorrectly employs them to address historical questions.</p> <p>Incorrectly identifies connections between different historical contexts, including the present.</p>	<p>Attempts a thesis, but statement is vague, or split. Produces muddled paragraphs (usually too many topics).</p> <p>Does not order paragraphs logically.</p> <p>Uses incorrect grammar and/or punctuation.</p> <p>Attempts citations, but references are incomplete, or not Chicago style footnotes.</p>

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F	Does not address assigned materials.	<p>Does not make historical claims or arguments.</p> <p>Does not address the context or purpose of primary sources.</p> <p>Does not connect facts to historical claims.</p> <p>Confuses primary and secondary sources.</p>	<p>Cannot recall basic causes or effects.</p> <p>Does not identify historical patterns of continuity or change over time.</p> <p>Lacks basic awareness of periodization.</p> <p>Lacks basic knowledge of chronology.</p>	<p>Recalls relevant information but makes no direct comparison.</p> <p>Recalls relevant information without relating historical processes or individuals to regional, national, or global processes.</p>	<p>Lacks awareness of the concept of historical interpretation.</p> <p>Makes no attempt to connect different historical contexts or employ different disciplinary perspectives to address historical questions.</p>	<p>Does not articulate a thesis statement.</p> <p>Makes many grammatical errors.</p> <p>Does not provide adequate citations.</p>