

## Grading Rubric for History 134 D & Women's Studies 171

	Command of content knowledge	Argumentation & Use of Evidence	Chronological Reasoning	Comparison & Contextualization	Interpretation & Synthesis	Written Expression
<b>A</b>	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>

	<b>Command of content knowledge</b>	<b>Argumentation &amp; Use of Evidence</b>	<b>Chronological Reasoning</b>	<b>Comparison &amp; Contextualization</b>	<b>Interpretation &amp; Synthesis</b>	<b>Written Expression</b>
B	<p>Puts readings and other assignments in dialogue with each other.</p> <p>Makes clear connections to context &amp; 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>

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<p><b>C</b> Reproduces information from assigned readings and films with only 1 or 2 factual errors.</p> <p>Correctly locates information from assignments in broad chronological &amp; 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 only occasional errors or typos.</p> <p>Correctly makes citations using footnotes in Chicago style.</p>

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