**MSU Denver Historical Rubric**

Description: Historical thinking contextualizes the present by using a wide range of sources and methods to understand how people experienced the past.

*Evaluators are encouraged to assign a zero to any work, sample, or collection of work that does not meet introductory (1) level performance.*

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| **Student Learning Outcome** | **0** | **Introductory**  **1** | **Developing**  **2** | **Advancing**  **3** | **Capstone**  **4** |
| **Locate sources —** Demonstrate the ability to locate sources when information is needed and evaluate the authenticity, validity, and reliability of resources applied to a specific purpose. | Not  evident | Locates information randomly, retrieves sources that lack relevance and quality. | Locates information with some relevance and quality but from limited and similar sources. | Locates predominantly relevant information from a variety of sources. | Locates relevant and highly valued information from the most appropriate sources. |
| Not  evident | Shows an awareness of the concepts of authenticity, validity, and reliability of sources. | Demonstrates rudimentary evaluation of the authenticity or validity or reliability of sources. | Demonstrates an appropriate evaluation of the authenticity or validity or reliability of sources. | Demonstrates appropriate evaluation of the authenticity, validity, and reliability of sources. |
| **Communicate in writing—**Communicate in writing, with an awareness of audience and use language conventions appropriate to the occasion and task. | Not  evident | Demonstrates little attention to context and audience and to the assigned tasks(s). | Demonstrates awareness of context and audience and to the assigned tasks(s). | Demonstrates adequate consideration of context and audience and a clear focus on the assigned task(s). | Demonstrates a thorough understanding of context and audience that is responsive to the assigned task(s) and focuses all elements of the work. |
| Not  evident | Uses language that sometimes impedes meaning because of errors in usage. | Uses appropriate language that usually conveys  meaning to readers with clarity, although writing may include some errors. | Uses straightforward language that effectively conveys meaning to readers, with few errors. | Uses graceful language that skillfully  communicates meaning to readers with  clarity and fluency, and is virtually error free. |
| **Employ historical knowledge —** Demonstrate historical knowledge of the United States, the world, or one of the major regions of the world. | Not  evident | Presents irrelevant or inaccurate information with significant omissions of relevant figures, events, concepts, and/or technologies. | Presents information with inaccuracies, with limited inclusion of relevant figures, events, concepts, and/or technologies. | Presents information with minimal omissions of relevant figures, concepts, events, and/or technologies. | Synthesizes content, including discussion of relevant figures, concepts, events, and/or technologies. |
| **Understand context—** Demonstrate, using historical sources, how context and contingency influence change over time. | Not  evident | Makes major errors of chronology, and/or shows emerging statements on cause and effect, and/or uses information from irrelevant sources. | Makes errors of chronology; and/or begins developing statements of cause and effect, from relevant sources. | Includes chronologically accurate statements, proficient statements on cause and effect, from relevant sources with few mistakes. | Includes chronologically accurate and compelling statements of cause and effect, from the most relevant sources. |
| **Interpret Evidence**—Develop an effective historical interpretation and marshal primary and/or secondary source evidence to support it. | Not  evident | Presents historical fact as interpretation, or vice versa. Evidence is misused or not offered. | Begins development of an interpretation of the past. The interpretation may be simplistic or simply descriptive. Marshals limited evidence. | Presents an interpretation; marshals some relevant evidence to support the historical interpretation. | Systematically and methodically presents an interpretation. Marshals relevant evidence to support the historical interpretation. If needed, addresses potential alternative interpretations. Clear links between the evidence and the interpretation. |