

History Rubric (Final Draft June 5, 2010)

Learning Objectives	Scoring Scale 4 highest	Scoring Scale 3 middle high	Scoring Scale 2 middle low	Scoring Scale 1 lowest
Title and Introduction	Awakens and focuses interest on the writer's agenda. Compelling.	Clear and focused. Establishes its subject. May be compelling, but may miss opportunities.	Problems with clarity or focus.	Does not attempt to generate interest. Serious problems with clarity or focus.
Audience Awareness	The writer is fully aware of an audience and accommodates readers' needs throughout.	The writer is aware of an audience and sometimes accommodates readers' needs.	The writer is aware of, but not clear about, audience. The essay is occasionally confusing.	The writer is not aware of audience needs. The essay is frequently confusing
Thesis or Research Question	The writer formulates an elegant, ambitious argument or question which governs the evidence and analysis throughout.	The thesis / question is clear and arguable, even interesting, and governs the evidence throughout.	The thesis/question is not entirely clear or is not arguable or does not govern the evidence throughout	The thesis/question is difficult or impossible to identify, and the purpose of the essay is unclear.
Use of Key Terms	The writer establishes, and defines where necessary, the key terms of the argument. Key terms are used with confidence and sophistication.	Key terms are established and defined. Use of key terms lacks either confidence or sophistication	Key terms are established but not consistently used or not clearly defined.	Key terms are not established, or they are unclear or inappropriate.

Information and Evidence	The writer selects persuasive, interesting, and insightful information to contextualize and inform the argument. Sources are cited appropriately. When necessary, evidence counter to the argument is effectively addressed	Sufficient and appropriate persuasive information informs and contextualizes the argument. Sources are appropriately cited. Ineffective counter argument.	Information informing and contextualizing the argument is sometimes insufficient or unpersuasive for the argument. Sources are sometimes inappropriately cited. No counter argument	Information informing and contextualizing the argument is rarely sufficient or persuasive for the argument. Sources are generally inappropriately cited or not cited.
Structure	Elegantly organized with respect to both the whole essay and the continuity of paragraphs. Accommodates the complexity of the argument imaginatively.	Well organized throughout but without either elegance or complexity. It accommodates the argument satisfactorily.	Well organized on the whole but occasionally needing work on individual paragraphs or continuity. It accommodates the argument.	Organization is haphazard and the argument is difficult to follow. Paragraphs and continuity need work.
Analysis and Interpretation	The writer always analyzes the evidence in support of the argument. Interpretation is insightful and persuasive, and displays extraordinary depth of thought.. May pose original ideas.	The writer usually analyzes the evidence in support of the argument. Interpretation is persuasive and occasionally insightful.	The writer sometimes analyzes the evidence in support of the argument. Interpretation is sometimes persuasive but rarely insightful.	The writer rarely analyzes the evidence in support of the argument. Interpretation may be implausible.

Mechanics	The writer demonstrates a wide range of vocabulary and sentence structures. Few or no errors.	The writer demonstrates some range of vocabulary and sentence structures. Some errors.	The writer demonstrates a limited range of vocabulary and sentence structures. Frequent errors when attempting complexity.	Persistent errors with simple vocabulary and sentence structures.
Voice and Style	The writer sustains an appropriate and interesting voice. The essay is complex and handled with sophistication throughout.	The writer sustains an appropriate voice and is occasionally interesting. The essay is handled with clarity and purpose, and occasional sophistication.	The writer's voice is occasionally inappropriate or lacking confidence. The essay is handled without sophistication.	The writer is unable to sustain an appropriate voice. The essay may be potentially interesting but is handled without clarity or purpose.
Conclusion	The conclusion answers all questions with insight. It continues to stimulate the reader's thinking and may suggest questions for further research.	The conclusion answers all questions satisfactorily and may suggest questions for further research.	The conclusion answers most questions, but may be unclear or incomplete.	The essay ends without concluding.
Use of Sources (apply <u>all</u> of these elements to research papers) (be more flexible in adhering to these elements when evaluating short expository papers that may ask students to draw on only one source.)	-roots research in a rich array of historical documents; confident engagement with sources makes a compelling, convincing argument; acknowledges the provisional nature of historical research.	-uses some variety of historical documents to pursue their research question; examination of sources satisfactorily supports the argument; sometimes forgets to acknowledge the provisional nature of historical research.	-uses little variety of historical documents; depends too much upon evidence provided from secondary authors; rarely acknowledges the provisional nature of historical research.	-uses few/no historical documents; depends entirely upon evidence from secondary authors; does not acknowledge the provisional nature of historical research and conveys no sense of the holes in their evidence.

<p>Integration of Sources</p>	<p>-seamlessly integrates primary evidence into their own sentences; achieves an excellent balance between direct quotations and paraphrasing of information and evidence; presents only the most compelling bits of evidence in quoted form.</p>	<p>-satisfactorily weaves primary evidence into their own sentences; attempts to balance direct quotations and paraphrasing, but lacks confidence to put evidence fully into their own voice; direct quotations may occasionally be too long and include irrelevant information.</p>	<p>-has significant difficulty integrating primary evidence into their own sentences; is frequently dependent upon long quotations that may include irrelevant information.</p>	<p>-does not integrate primary evidence into their own sentences; shows little initiative to refine quoted material; relies almost entirely upon long quotations that include irrelevant info.</p>
<p>Including Historical Context</p>	<p>-roots discussion of material firmly in the past; provides the necessary background info and historical context; writes about historical actors in the past tense.</p>	<p>-almost always provides the necessary historical context; consistently writes in the past tense.</p>	<p>-frequently omits information essential to understand historical context; sometimes slips into present tense.</p>	<p>-provides a largely incomplete and/or incoherent sense of historical context; more often than not, writes in the present tense or uses tenses interchangeably throughout.</p>
<p>Awareness of Existing Historiography (for research papers)</p>	<p>-demonstrates a remarkable understanding of previous scholarship by succinctly assessing its contributions and limitations (using the present tense); situates own nuanced argument within this historiography.</p>	<p>-addresses previous scholarship and critiques it satisfactorily; misses opportunity to highlight all the nuances of own argument within this historiography.</p>	<p>-may mention some previous scholarship but does not sufficiently assess or critique it; does not articulate how own argument relates to this historiography.</p>	<p>-demonstrates no sense of other scholars' work on this subject; does not at all situate own argument within this historiography; may also even misappropriate interpretations of others as established fact or as his/her own interpretation.</p>

Formatting & Documentation	-cites all information gained from primary and secondary sources completely and properly using Chicago or Turabian footnote format	-cites most of their sources consistently and with the proper format.	-attempts to use proper citation procedures but does not do so consistently or properly.	-does not cite sources where necessary or may leave citation information incomplete throughout.
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Student # _____ Paper Date/ Assignment _____
Date Reviewed _____ Reviewed by _____