

## Histories – Rubric Assesses Graduation Competencies 1, 2c, & 4 in GE Tier 2D, Histories

GOALS	Level 5	Level 4	Level 3	Level 2	Level 1
	Excellent	Good	Satisfactory	Fair	Poor
<b>Communication in an historical context. (OPTIONAL)</b>	Presents a well-organized, persuasive argument with accurate supporting historical evidence. Shows maturity (variety) in diction and/or sentence structure. Clearly expressed a central idea using appropriate paragraphing and transition with a conclusion. Cites sources correctly.	Presents an organized argument with only minor errors in supporting historical evidence. Has an identifiable central idea and appropriate paragraphing. May have a few grammatical errors but they do not detract from the content. May have minor mistakes in the citing of source materials.	Presents a somewhat organized argument. Uses general terms with limited historical evidence. Is coherent and unified but may have paragraphing errors and lack of transitions. Has some grammatical errors but they do not interfere with readability. May have major mistakes in the citing of some source materials.	Only minimal organization in presentation. Uses historical generalities to support position with little or no evidence. Is reasonably coherent, but lacks continuity. May have problems with usage, grammar, or syntax that interfere with readability. May have mistakes in the citing of most source materials.	Unorganized with unrelated general statements and no supporting historical evidence. Is minimally coherent with significant problems with grammar, syntax, or usages. Misuses and incorrectly cites source materials.
<b>Critical Thinking in an Historical Context. (REQUIRED)</b>	Bases conclusions on a thorough examination of the evidence. Offers an accurate analysis of the evidence. Deals with all significant issues and demonstrate an understanding of important relationships.	Bases conclusions on examination of the major evidence. Offers an accurate but generalized analysis of the evidence. Deals with major issues and demonstrates some understanding of important relationships.	Bases conclusions on a partial examination of the evidence. Offers an analysis of the evidence, which is not totally accurate. Deals with a limited number of issues.	Bases conclusions on a cursory examination of the evidence. Mixes facts and opinion as evidence. Emphasizes only one or two issues.	Bases conclusions on only one or two pieces of evidence. Offers unsupported opinion as evidence. Emphasizes only one issue.
<b>Context of Historical Change (REQUIRED)</b>	Demonstrates a clear, accurate understanding of how historical change occurs. Identifies multiple causes that contributed to the change. Articulates multiple ramifications of change.	Demonstrates a clear understanding of how historical change occurs. Identifies some causes that contributed to the change. Articulates some ramifications of change.	Demonstrates a general understanding of how historical change occurs. Identifies a few causes that contributed to the change. Articulates a few ramifications of change.	Demonstrates a cursory understanding of how historical change occurs. Identifies only one or two causes that contributed to the change. Articulates one or two ramifications of change.	Demonstrates little understanding of how historical change occurs. Identifies one cause that contributes to the change. Articulates one ramification of the change.
<b>Evaluation and Synthesis of information (REQUIRED)</b>	The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view.	The evaluation of information is sufficient, taking into account some complexities of an issue, while acknowledging some limits and synthesizing other points of view.	The evaluation of information is incomplete, not taking into account the complexities of an issue.	The evaluation of information is simplistic, obvious, or has limited relevance.	No evaluation of information is provided.
<b>Knowledge and appreciation of diverse cultures, aesthetic, and/or intellectual viewpoints and milieus. (REQUIRED)</b>	Critically analyzes different perspectives. Demonstrates acceptance of other viewpoints and opinions. Demonstrates the ability to embrace different cultural ideals, intellectual viewpoints and milieus.	Analyzes different perspectives. Demonstrates some acceptance of other viewpoints and opinions. Demonstrates the ability to accept different cultural ideals, intellectual viewpoints and milieus.	Tolerates different perspectives. Demonstrates limited acceptance of other viewpoints and opinions. Demonstrates limited ability to accept different cultural ideals, intellectual viewpoints and milieus.	Shows limited toleration of different perspectives. Demonstrates little acceptance of other viewpoints or opinions. Demonstrates little ability to accept different cultural ideals, intellectual viewpoints and milieus.	Does not tolerate different perspectives. Demonstrates no acceptance of other viewpoints or opinions. Unwilling to accept different cultural ideals, intellectual viewpoints and milieus.