

**SHSU Department of History Senior Undergraduate Seminar Learning Outcome Assessment Rubric**

Competency	Excellent Mastery	Good Mastery	Some Mastery	Minimal Mastery	No Mastery
1) Student frames historical questions	The paper addresses a significant historical question that is clearly stated. The questions' significance is satisfactorily demonstrated; the student is explicitly conscious of the role of periodization in forming the question; the question is of manageable scope and logically formulated	The paper addresses a significant historical question that is clearly stated. The student makes an effort to demonstrate significance and to employ periodization. Question is of manageable scope, posed with minimal logical flaws in question framing.	The paper addresses a historical question that can be identified with some difficulty. Significance of question unclear; minimal grasp of periodization; serious logical lapses in question framing.	Significance of question not demonstrated; question is inappropriate in scope or illogically presented; no grasp of periodization	No identifiable historical question.
2) Student employs a broad range of sources	Makes thorough use of all relevant online and print databases to identify primary and secondary literature; uses classic and most recent secondary literature; no major secondary sources omitted; all available	Makes good use of relevant online and print databases; same lacunae in secondary or primary source base. A few sources in bibliography not full used.	Makes some use of online or print databases; significant lacunae in source base; paper based on only a few of cited sources	No evidence of using databases to establish source base; source base very limited. Major sources unknown or not employed. Little evidence that author has used works listed in bibliography	No evidence of using databases; sources entirely insufficient and inappropriate to topic

	primary sources identified. All sources in bibliography thoroughly used in text.				
3) Student evaluates and analyzes primary sources	Demonstrates thorough awareness of origins, authors, contexts of all primary sources; consciously employs verification strategies as needed	Demonstrates some awareness of context of primary sources; employs some verification strategies	Offers partial evaluation of primary sources; spotty verification	Offers little to no evaluation of primary sources; no verification.	Is not aware of need to evaluate or verify sources.
4) Student writes clearly	Thesis easily identifiable; paragraphs support solid topic sentences; all ideas in paper flow logically; argument identifiable, reasonable; anticipates and defuses counter-arguments; sentence structure, spelling, grammar, and punctuation excellent; absolutely no run-on sentences or comma splices.	Thesis promising but slightly unclear; some unclear transitions; some paragraphs lack strong topic sentences; argument usually flows logically; some evidence that counter-arguments acknowledged; mechanics strong despite occasional lapses.	Thesis vague, and poorly stated; weak transitions; many paragraphs without topic sentences; may not address counter-arguments; problems in sentence structure, grammar, citation, spelling, punctuation.	Thesis difficult to identify; few topic sentences; ideas do not flow at all; simplistic view of topic; no effort to grasp possible alternative views; big problems in sentence structure, mechanics.	Has no identifiable thesis. Shows minimal effort or comprehension of the assignment. very difficult to understand owing to major problems with mechanics, structure, and analysis.
5) Student develops an interpretation	Primary sources analyzed in an	Primary source information used to	Limited reference to primary source	No apparent use of primary sources; very	No interpretation of evidence.

<p>based upon evidence</p>	<p>original and intentional way; primary source information used to buttress every point with at least one example. Examples support sub-thesis and fit within paragraph. Excellent integration of quoted material into sentences</p>	<p>support most points. Some evidence does not support point, or may appear where inappropriate. Quotations well integrated into sentences</p>	<p>material. Quotations appear often without analysis relation them to thesis, or analysis offers nothing beyond the quotation.</p>	<p>few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotations not integrated into sentences.</p>	
<p>6) Student grasps historical facts and context</p>	<p>Demonstrates detailed knowledge of contextual dates, persons, and documents, as well as political, cultural, social and international context for entire period under study; no necessary relevant facts omitted</p>	<p>Demonstrates substantial knowledge of dates, persons, documents, as well as most political cultural, social and international developments, with few lacunae</p>	<p>Demonstrates awareness of some obviously relevant dates, persons, and documents; significant relevant developments omitted</p>	<p>Scant reference to relevant dates and developments apart from those in the main narrative; some mistakes in historical facts; serious contextual lacunae</p>	<p>Many mistakes in historical facts; more relevant facts omitted than included.</p>