

History Department Program Assessment Rubric for HIS 4100 Papers
Scoring Rubric for Papers

adopted: January 2012
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Learning Category Goals	5: excellent	4: good	3: satisfactory	2: fair	1: rudimentary
Development of Thesis/ Argument * well-stated and well-constructed * works to set up overall argument and flow of paper * argument was well-developed throughout paper * arguments/conclusions were clearly identified	Very clearly stated and very well-constructed thesis statement; clear direction for paper provided; offers clear analysis with some original insight/ perspective	Clearly stated and generally well-constructed thesis statement; clear direction for paper provided; some original insight/ perspective is offered and attempted	Discernible thesis statement; may have elements of vagueness; some original insight/perspective is offered and attempted	Thesis is weak or vague; may not be easy to discern; does not offer a clear direction; lacks build-up to conclusion; arguments remain unclear at end	Thesis vague or not present; difficult to discern; lacks build-up to conclusion; arguments remain unclear at end
Communication & Writing • narrative was well-organized • narrative was well-written	Paper consists of several parts all of which support argument; paper is well-written and well-organized; narrative has clear sense of culmination	Several points lend support to argument; paper is generally well-written and well-organized; narrative has some culmination	Several points lend support to argument; paper's organization may occasionally miss the mark; occasional grammatical errors	Argument is not fully or evenly developed throughout paper; paper's organization mars development of argument; style & grammatical errors	Argument is not fully or evenly developed throughout paper; disorganization and style/grammar errors seriously distract from argument
Citations • appropriate used of cited material • citations formatted correctly	All material that should be cited is accompanied by a proper citation	All material that should be cited is cited; most citations are in proper form	Most material that should be cited is cited; most citations are in proper form	Some material lacks citations; citations are not always formatted correctly	Lack of cited material mars the paper's analysis; citation format is haphazard
Primary Sources • identified and made use of appropriate number of PS • evaluated PS for usefulness and points of view/credibility • paper analysis used evidence from PS effectively and accurately	Well-chosen PS throughout paper; more than sufficient evidence included; PS material clearly tied to thesis/argument; strong analysis of PS	Well-chosen PS in most of paper paper; sufficient evidence included; PS material usually tied to thesis/argument; good analysis of PS demonstrated	Some PS evidence may not be clearly explained or used to defend thesis; most analysis of PS is well-founded; nearly sufficient number of sources	PS evidence may not be clearly explained or used to defend thesis; not enough PS evidence; some elements of argument unproven or inaccurate	PS evidence is not clearly explained; insufficient PS evidence; PS evidence does not prove argument; some inaccurate analysis
Secondary Sources • identified appropriate number of SS • evaluated SS for usefulness and points of view/credibility • analysis of SS demonstrates understanding of historiography	Well-chosen SS used to offer historiographical context for topic; more than sufficient SS included; argument interacts with SS	Generally well-chosen SS used to provide historiographical context for topic; sufficient SS evidence included	Paper attempts to use SS to provide historiographical context for topic; sufficient or nearly sufficient SS evidence included	Some attempt to analyze historiographical context; sources are insufficient, poorly chosen, or not clearly explained	Poor or no attempt to offer historiographical context for topic; SS use is insufficient; SS may be poorly chosen for the topic