

This rubric must be used to assess research papers in all history courses except for the critical thinking assignment in HIS 491A Senior Seminar

History Research Papers Rubric

Performance Element	Exemplary L4	Proficient L3	Developing L2	Emerging L1	Score
<p>Analysis and Evaluation</p> <p><i>The essay contains a clear thesis statement, the analysis is strong, and the evaluation of competing interpretations is balanced.</i></p>	<p>Thesis stated clearly in the introduction and is convincing. Introduction provides a clear “road map” i.e. at least three distinct analytical points that support the thesis. Subsequent paragraphs develop analytical points, subordinating narrative to argument. Explicit evaluation of relevant historiography. Conclusion can stand alone as an answer.</p>	<p>Thesis stated in the introduction but could be stated in a more succinct or powerful way. The introduction conveys some indication of how the essay is going to develop the argument. Subsequent paragraphs tend towards analysis. Good evaluation of relevant historiography. Conclusion highlights the most significant aspect of the argument.</p>	<p>Thesis stated in the introduction but it is too broad, unsustainable, or not appropriately focused. The introduction gives little indication of how the essay will unfold. Subsequent paragraphs tend towards narrative, not analysis. Sufficient but awkward use of historiography. Conclusion fails to highlight most significant aspect of the argument.</p>	<p>There is no discernible thesis in the introduction or the thesis fails to address the question. The introduction fails to indicate how the essay will unfold. Subsequent paragraphs may lack an analytical point i.e. are wholly narrative. Use of historiography is absent or insufficient. Conclusion absent or cannot stand alone as an answer to the question.</p>	<p>L1 0-47 L2 48-60 L3 61-70 L4 71-80</p> <p>Score:</p>
<p>Knowledge and Understanding</p> <p><i>The essay exhibits a clear understanding of the material, and uses relevant evidence and examples in support of the analysis.</i></p>	<p>Accurate understanding of historical evidence and examples, deployed skillfully in support of the analysis. Excellent range and depth of knowledge. Clear evidence of significant research effort.</p>	<p>Substantially accurate understanding of historical evidence and examples, deployed effectively in support of the analysis. Good range and depth of knowledge. Evidence of good research effort.</p>	<p>Several instances of misunderstanding. Analysis is still supported by relevant evidence and examples, but these may lack range and depth. Evidence of sufficient research effort.</p>	<p>Frequent instances of misunderstanding. Evidence and examples may be irrelevant or lack sufficient detail. Little evidence of research effort.</p>	<p>L1 0-47 L2 48-60 L3 61-70 L4 71-80</p> <p>Score:</p>
<p>Communication</p> <p><i>The student's writing demonstrates clarity, coherence and organization.</i></p>	<p>Lucid exposition and excellent organization throughout. Few, if any, errors in grammar or punctuation. Excellent quotation technique. Extensive and accurate scholarly apparatus.</p>	<p>Coherent writing and sound organization throughout. Minor errors in grammar or punctuation. Good quotation technique. Good referencing.</p>	<p>Some coherence but also lacks clarity and organization in parts. Some errors in grammar or punctuation. May integrate quotes awkwardly. Adequate referencing.</p>	<p>Lacks clarity and organization. Frequent errors in grammar or punctuation. Excessive and/or inaccurate quotation. Under-referenced and/or errors in citation.</p>	<p>L1 0-24 L2 25-30 L3 31-35 L4 36-40</p> <p>Score:</p>

General Guidance

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Students should be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However, students with only a superficial knowledge will be unable to develop analytical points sufficiently to move to higher levels in the rubric. In assessing the quality of thought, consider whether the answer:

- is relevant to the question;
- responds to all elements in the question;
- establishes and sustains an argument;
- deploys knowledge accurately in support of the argument.

Decide which of the level descriptors best captures the characteristics of the answer and then consider whether the work represents high, middle or low performance within that level. There may well be evidence of work at different levels within a research paper. One stronger passage characteristic of Level 4 would not by itself merit a Level 4 award, but it would be evidence to support a high Level 3 award, unless there were also substantial weaknesses in other areas.

The rubric must be considered in conjunction with the assignment sheet and assignment help notes, which provide the target objective, brief indicative content, suggested resources, and technical requirements. In particular instructors and students are reminded that essays must incorporate analysis of the excerpts in the assignment.

Structured drafting and review

In addition to the 200 points available for completed work, 50 points are available for the structured drafting and review process, which will be assessed EITHER by using the “Milestones” rubrics, OR the submission of a prospectus. Instructors will advise students which method will be used. Students should familiarize themselves with the detailed descriptors in the “Milestones” rubrics, which are available on Blackboard under “Course Information”.