

Critical Response Essay Rubric (DBQ)

History Program Goals	History Learning Outcomes	Assignment Objectives	Scale:				
			Excellent A	Above Average B	Average C	Poor D	Unacceptable F
1. <i>General Knowledge:</i> Students will acquire a general knowledge of human history, including the major themes of both western and non-western societies covering time periods from the ancient to the modern. Students will apply that content by means of chronological reasoning, placing an event, actor, or primary source in the context of its time in order to interpret its meaning & significance.	Content: Students will identify major themes of both western and non-western societies covering time-periods from the ancient to the modern.	1. Utilizes historical information presented in the <i>lecture/class content</i> . 15%	Specifically refers to and relies upon lecture/class content.	Refers to lecture/class content.	Vague reference to lecture/class content.	Lecture/class content taken out of context, misused or misunderstood.	No reference to lecture/class content.
	Context: Placing an event, actor, or source in the context of its time in order to interpret its meaning and significance.	2. Demonstrates an understanding of the <i>historical context</i> of sources. 20%	Provides context for all sources used and time period described.	Provides context for most sources used and time period described.	Some sources and/or events placed in context.	Little demonstration of contextual knowledge or understanding.	No demonstration of contextual knowledge or understanding.
2. <i>Evaluate Historical Explanations:</i> Students will be able to recognize and evaluate diverse historical explanations and types of evidence, including: Identifying interpretation and perspective, critically analyzing evidence, comparing, and synthesizing historical evidence & explanations.	Recognize historical evidence & explanations: Students will be able to recognize historical explanations and types of evidence.	3. Utilizes information presented in <i>secondary readings and/ or primary documents</i> . 15%	Specifically refers to and relies upon readings and/ or documents.	Refers to readings and/or documents.	Vague reference to readings and/or documents.	Readings and/or documents not used, taken out of context, or misunderstood	No connection to readings and/or documents.
	Evaluate historical evidence & explanations: Students will critically analyze evidence, comparing, and synthesizing historical evidence and explanations.						
3. <i>Construct Historical Argument:</i> Students will be able to construct an historical argument using primary and secondary sources that demonstrates an understanding of the nature of historical evidence, interpretation, and perspective.	Historical Research: Students will use primary and secondary sources that demonstrate an application of the use of evidence, interpretation, and perspective to construct an historical argument.	4. <i>Critically analyzes</i> the material. 20%	Critically analyzes the material used.	Basic comparison of material with some analysis.	Superficial critical analysis or comparison of material.	Little effort to compare or critique or takes material out of context.	No evidence of critical analysis or comparison.
	Critical Reflection: Students will analyze sources that demonstrate an application of evidence, interpretation, and perspective to deconstruct an historical argument.						
4. <i>Applied Learning Components:</i> Students completing the applied learning components in the History Program will have the skills necessary to enter graduate programs in history, teach history in secondary or middle schools, or enter other careers open to graduates with communication, critical reasoning & research skills.	Professional Skills: Students will have proficiency in digital, oral, and written communication. (Digital skills include the use of word processing software, presentation software, navigating search engines and databases. Effective oral communication includes presentations and discussions. Written communication includes the effective use of grammar and mechanics.)	5. Employs effective use of written communication competencies (citations, mechanics, grammar, and organization). 20%	Well written and organized paper free of citation mechanical, and grammatical, errors.	Generally well-written and organized with few mechanical, citation, or grammatical errors.	Satisfactorily written and organized but includes many mechanical, grammatical, or errors in citation.	Writing is poor, unorganized, and includes many mechanical, citation, and grammatical errors.	Writing lacks organization, consistent use of mechanics, grammar, or citations.
		6. Includes a discerning thesis/ argument to direct and outline the research/ analysis. 10%	Includes an insightful thesis/ argument to direct and outline the research/ analysis.	Includes a clear thesis/ argument to direct and outline the research/ analysis.	Includes a simple thesis to direct or outline the research/ analysis.	A thesis barely identifies the topic and does little to direct or outline an research/ analysis.	Lacks a recognizable thesis to direct or outline an research/ analysis.
	Professional Placement: Students will participate in field experiences to prepare and reflect upon possible professional careers: graduate programs, teaching professions, or other related fields.						