



HISTORICAL UNDERSTANDING RUBRIC – WORKING DRAFT

Central Connecticut State University

Definition

Historical Understanding is a competency that connects events of the past to the present and to some degree, the future in the human endeavor. It requires students to identify and evaluate sources, causes, consequences, and the implications of continuity and change within the context of a timeline and eras. Students are expected to acquire an ability to contrast, compare and make connections between multiple concomitant events. It requires students to develop the ability to compare and contrast similar and different events and phenomena across different eras and demonstrate an ability to evaluate, critique and assess the quality, underlying assumptions, biases, and intentions of sources of information. Finally, the competency in Historical Understanding expects students to be able to apply ethical considerations and understanding of the values associated with the inclusion or exclusion of different historical perspectives.

Framing Language

The Historical Understanding rubric is designed to assist faculty in their evaluation of student work on historical dimensions. The rubric requires students to evaluate and contextualize sources, assess continuity and change in those sources, and formulate an argument. This general rubric is meant for many disciplines and assignment types. While one assignment may require the student to evaluate sources (e.g., identify an author's background and biases) others may require analysis of the source content (e.g., a research paper) or comparing different sources. Historical understanding may involve the identification of schools of thought and theories (e.g., Marxism, feminism, etc.), frameworks (ethical stances and biases), perspectives, and/or concepts (e.g., equity, gender, etc.) that are important for evaluating the sources.

The rubric focuses on four elements: Evaluating Sources, Contextualizing Sources, Assessing Continuity and Change, and Formulating an Argument.

Glossary

Source: Primary or secondary material, in either physical or virtual form, providing historical insight or information. Examples include, but are not limited to, archaeological artifacts, data, documents, images, literature, manuscripts, oral accounts, recordings, records, scientific findings, or works of art.

Author: Person or group responsible for production of a source.

Context: The cultural, demographic, economic, environmental, ethical, ideological, political, social, spatial, or temporal settings of a source or event.

Historical Setting: An author's historical situation, including consideration of when the author wrote, where the author wrote, and the concurrent events and ideologies of the time.

Continuity: Enduring pattern(s) across a historical period(s), occurs when historical events and/or forces perpetuate conditions, relationships, or structures.

Change: Disruption and/or transformation of historical patterns, occurs when historical events and/or forces alter conditions, relationships, or structures.

	Capstone - 4	3 Milestones	2	Benchmark - 1
1. Evaluate Sources	<p><u>Does:</u></p> <ul style="list-style-type: none"> - Identify author of source(s) - Describe author's background - Relate author's background to source(s) - Evaluate author's major assumptions, biases, motivations, and ethical implications 	<p><u>Does:</u></p> <ul style="list-style-type: none"> - Identify author of source(s) - Describe author's background - Relate author's background to source(s) <p><u>Does not:</u></p> <ul style="list-style-type: none"> - Evaluate author's assumptions, biases, motivations, and ethical implications 	<p><u>Does:</u></p> <ul style="list-style-type: none"> - Identify author of source(s) - Describe author's background <p><u>Does not:</u></p> <ul style="list-style-type: none"> - Relate author's background to source(s). 	<p><u>Does:</u></p> <ul style="list-style-type: none"> - Identify author of source(s) <p><u>Does not:</u></p> <ul style="list-style-type: none"> - Describe author's background.
2. Contextualize Sources	<p><u>Does all of the following:</u></p> <ul style="list-style-type: none"> - Discuss when the author wrote - Discuss where the author wrote - Discuss concurrent events and ideologies - Fully applies knowledge of historical setting to analysis of source(s) 	<p><u>Does all of the following:</u></p> <ul style="list-style-type: none"> - Discuss when the author wrote - Discuss where the author wrote - Discuss concurrent events and ideologies - Partially applies knowledge of historical setting to analysis of source(s) 	<p><u>Does two of the following:</u></p> <ul style="list-style-type: none"> - Mention when the author wrote - Mention where the author wrote - Mention concurrent events and ideologies <p><u>Does not:</u></p> <ul style="list-style-type: none"> - Apply knowledge of historical setting to analysis of source(s) 	<p><u>Does one of the following:</u></p> <ul style="list-style-type: none"> - Mention when the author wrote - Mention where the author wrote - Mention concurrent events and ideologies <p><u>Does not:</u></p> <ul style="list-style-type: none"> - Apply knowledge of historical setting to analysis of source(s)

3. Assessing Continuity and Change	Does all of the following: <ul style="list-style-type: none"> - Recognizes continuity or change - Identify enduring pattern or transformation/disruption across historical time period - Fully explains causes of continuity and/or change 	<u>Does all of the following:</u> <ul style="list-style-type: none"> - Recognizes continuity and change - Identify enduring pattern or transformation/disruption across historical time period - Partially explains causes of continuity and/or change 	<u>Does all of the following:</u> <ul style="list-style-type: none"> - Recognizes continuity or change - Identify enduring pattern or transformation/disruption across historical time period <u>Does not:</u> <ul style="list-style-type: none"> - Explain causes of continuity and/or change 	<u>Does all of the following:</u> <ul style="list-style-type: none"> - Recognizes continuity or change <u>Does not:</u> <ul style="list-style-type: none"> - Identify enduring pattern or transformation/disruption across historical time period - Explain causes of continuity and/or change
4. Formulate an Argument	Does all of the following: <ul style="list-style-type: none"> - Develop and maintain an argument - Provide evidence found in source - Provide evidence from broader time period - Clearly Identifies significance of paper's conclusions 	Does all of the following: <ul style="list-style-type: none"> - Develop and partially maintain argument - Provide evidence found in source - Provide evidence from broader time period - Partially identifies significance of paper's conclusions 	Does two of the following: <ul style="list-style-type: none"> - State an argument - Provide evidence found in source - Provide evidence from broader time period Does not: <ul style="list-style-type: none"> - Identifies significance of paper's conclusions 	Does: <ul style="list-style-type: none"> - State an argument. Does not: <ul style="list-style-type: none"> - Provide evidence found in source - Provide evidence from broader time period - Identifies significance of paper's conclusions