Fitchburg State University General Education Program: Historical Inquiry and Analysis Rubric

Goal: Fitchburg State University students will engage with and answer questions about the past by evaluating historiographical interpretations; identifying, contextualizing, and critically reading historical evidence; and considering the relevance of chronology, causation, and perspective.

	Internalizing	Refining	Developing	Emerging
Identify, read and analyze historical sources, extracting explicit and inferred information to identify historical perspectives	Consistently identifies, reads, and analyzes historical sources, extracting explicit and inferred information to identify historical perspectives	Mostly identifies, reads, and analyzes historical sources, extracting explicit and inferred information to identify historical perspectives	Sometimes identifies, reads, and analyzes historical sources, extracting explicit and inferred information to identify historical perspectives	Rarely identifies, reads, and analyzes historical sources, extracting explicit and inferred information to identify historical perspectives
Formulate historical questions, collect and interrogate evidence, place analysis in historical context	Consistently formulates historical questions, collects and interrogates evidence, and places analysis in historical context.	Mostly formulates historical questions, collects and interrogates evidence, and places analysis in historical context.	Sometimes formulates historical questions, collects and interrogates evidence, and places analysis in historical context.	Rarely formulates historical questions, collects and interrogates evidence, and places analysis in historical context.
Understand cause-and-effect relationships considering the importance of individuals, ideas, and chance	Consistently understands cause-and-effect relationships and considers the importance of individuals, ideas, and chance.	Mostly understands cause-and-effect relationships and considers the importance of individuals, ideas, and chance.	Sometimes understands cause-and-effect relationships and considers the importance of individuals, ideas, and chance.	Rarely understands cause-and-effect relationships and considers the importance of individuals, ideas, and chance.

Recognize contingency and avoid teleological fallacies, lineal thinking, and presentism	Consistently recognizes contingency and avoids teleological fallacies, lineal thinking, and presentism.	Mostly recognizes contingency and avoids teleological fallacies, lineal thinking, and presentism.	Sometimes recognizes contingency and avoids teleological fallacies, lineal thinking, and presentism.	Rarely recognizes contingency and avoids teleological fallacies, lineal thinking, and presentism.
Craft historical arguments by generating informed hypotheses based on historical evidence	Consistently crafts historical arguments by generating informed hypotheses based on historical evidence.	Mostly crafts historical arguments by generating informed hypotheses based on historical evidence.	Sometimes crafts historical arguments by generating informed hypotheses based on historical evidence.	Rarely crafts historical arguments by generating informed hypotheses based on historical evidence.
Understand competing historiographical interpretations with attention to argumentation and the use of evidence	Consistently understands competing historiographical interpretations and attends to argumentation and the use of evidence.	Mostly understands competing historiographical interpretations and attends to argumentation and the use of evidence.	Sometimes understands competing historiographical interpretations and attends to argumentation and the use of evidence.	Rarely understands competing historiographical interpretations and attends to argumentation and the use of evidence.
Communicate historical thinking clearly and effectively through writing and for a variety of audiences	Consistently communicates historical thinking clearly and effectively through writing and for a variety of audiences.	Mostly communicates historical thinking clearly and effectively through writing and for a variety of audiences.	Sometimes communicates historical thinking clearly and effectively through writing and for a variety of audiences.	Rarely communicates historical thinking clearly and effectively through writing and for a variety of audiences.
Utilize historical analysis to inform civic learning and engagement	Consistently utilizes historical analysis to inform civic learning and engagement.	Mostly utilizes historical analysis to inform civic learning and engagement.	Sometimes utilizes historical analysis to inform civic learning and engagement.	Rarely utilizes historical analysis to inform civic learning and engagement.

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Historical Inquiry and Analysis Goal

Fitchburg State University students will engage with and answer questions about the past by evaluating historiographical interpretations; identifying, contextualizing, and critically reading historical evidence; and considering the relevance of chronology, causation, and perspective.

Understanding the Rubric

The rubric focuses on eight criteria:
1. Identify, read and analyze historical sources, extracting explicit and inferred information to identify historical perspectives.
2. Formulate historical questions, collect and interrogate evidence, place analysis in historical context.
3. Understand cause-and-effect relationships considering the importance of individuals, ideas, and chance.
4. Recognize contingency and avoid teleological fallacies, lineal thinking, and presentism.
5. Craft historical arguments by generating informed hypotheses based on historical evidence.
6. Understand competing historiographical interpretations with attention to argumentation and the use of evidence.
7. Communicate historical thinking clearly and effectively through writing and for a variety of audiences.
8. Utilize historical analysis to inform civic learning and engagement.

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly	above average in meeting the criteria (~75%).
Developing	Sometimes	average in meeting the criteria (~50%).
Emerging	Rarely	in the early stages of meeting the criteria (25% or less)