

<b>LEARNING OUTCOME</b>	<b>Excellent mastery 5</b>	<b>Good mastery 4</b>	<b>Some mastery 3</b>	<b>Minimal mastery 2</b>	<b>No mastery 1-0</b>
<b>HISTORICAL KNOWLEDGE</b>					
<p><b>Historical soundness of the argument</b> (student demonstrates an understanding of the key historical events related to the question)</p> <p>15%</p>	<ul style="list-style-type: none"> <li>-statements are correct, verifiable, and precise</li> <li>-clear chronological understanding of events</li> <li>-complex grasp of causation</li> <li>-analyzes a range of factors shaping the sequence and outcome of events</li> <li>-reflects on larger themes informing specific events</li> </ul>	<ul style="list-style-type: none"> <li>-sound chronological framework</li> <li>-good grasp of causation</li> <li>-omits some key informing factors shaping events</li> <li>-proposes a sufficient range of major themes</li> </ul>	<ul style="list-style-type: none"> <li>-some factual or chronological errors</li> <li>-weak causal analysis</li> <li>-narrow range of informing factors in the discussion</li> <li>-little discussion of broader themes</li> </ul>	<ul style="list-style-type: none"> <li>-many chronological errors</li> <li>-simplistic causal analysis</li> <li>-few informing factors tied to the discussion</li> <li>-thin discussion of wider themes</li> </ul>	<ul style="list-style-type: none"> <li>-multiple factual or chronological errors</li> <li>-essay explores its subject in a historical vacuum with little commentary on causation and larger themes</li> </ul>
<p><b>Pertinence of the argument</b></p> <p>15%</p>	<ul style="list-style-type: none"> <li>all of the material in the essay directly relates to — and <i>fully</i> covers — the central issues posed in the question</li> </ul>	<ul style="list-style-type: none"> <li>-some parts of the essay digress from the central focus of the question</li> <li>-good coverage of the historical material relevant to the question</li> </ul>	<ul style="list-style-type: none"> <li>-several parts of the essay digress from the central focus of the question</li> <li>-fair coverage of the historical material relevant to the question (gaps in evidence)</li> </ul>	<ul style="list-style-type: none"> <li>-many parts of the essay digress from the central focus of the question</li> <li>-major omissions of historical material relevant to the question</li> </ul>	<ul style="list-style-type: none"> <li>-material offered in the essay has no discernible bearing on the question asked</li> <li>-no coverage of the historical material relevant to the question</li> </ul>
<b>HISTORICAL THINKING</b>					
<p><b>Explanation of the argument</b> (student responds to historical questions in a thoughtful, critical manner)</p> <p>40%</p>	<ul style="list-style-type: none"> <li>-full explanation of the problem under review</li> <li>-essay defines and explores key terms / concepts / issues / ideas related to the question</li> <li>-situates issues within their distinctive historical context</li> <li>-essay clarifies the significance of the issue under review by answering the “why” and “because” questions</li> <li>-essay reflects the complexity and depth of the material under review</li> </ul>	<ul style="list-style-type: none"> <li>-some key parts of the historical issue omitted</li> <li>-most key terms defined</li> <li>-some effort at contextualizing the question</li> <li>-some gaps as the essay explores the meaning and significance of major issues</li> <li>-at some points, critiques either inappropriate or unsubstantiated</li> </ul>	<ul style="list-style-type: none"> <li>-several key terms left undefined</li> <li>-vagueness in response</li> <li>-essay <i>mentions</i> (but does not <i>explain</i>) key issues</li> <li>-weak contextualization</li> <li>-<i>significance</i> of the material presented remains unclear</li> <li>-critiques often unfair, irrelevant, or misinformed</li> </ul>	<ul style="list-style-type: none"> <li>-key terms often undefined</li> <li>-broad, sweeping, imprecise statements</li> <li>-confusing or contradictory arguments</li> <li>-little to no discussion of wider context of events</li> <li>-essay <i>raises</i> more questions than it answers</li> <li>-critiques commonly unfair, irrelevant, or misinformed.</li> </ul>	<ul style="list-style-type: none"> <li>-omission of key information</li> <li>-omission of key <i>explanations</i></li> <li>-fails to analyze issues within their distinctive historical context</li> <li>-critiques misplaced, inappropriate, or ahistorical</li> </ul>

LEARNING OUTCOME	Excellent mastery 5	Good mastery 4	Some mastery 3	Minimal mastery 2	No mastery 1-0
<b>HISTORICAL SKILLS</b>					
<b>Organization of the argument</b>  15%	-argument unfolds through a logical sequence of points -statements made in a straightforward, understandable, and persuasive manner -structure of the argument is sound, understandable, and appropriate to the project.	-good organizational skills, though some parts of the essay move in unexpected directions -line of argument generally clear	-difficult to detect a logical sequence of the points in the essay -material presented in a scattershot fashion, making it hard to follow the line of argument	-confusing and puzzling sequence of points raised in the argument -difficult to determine the meaning, appropriateness, or significance of the material offered	-organization of argument remains incomprehensible, moving in perplexing or random directions
<b>Mechanics of the argument</b>  15%	Essay written using -complete sentences -well-formed paragraphs -proper grammar, spelling, and punctuation.	-occasional errors in spelling, punctuation, grammar, sentence, and paragraph construction; not severe enough to hinder an understanding of the essay's main points	-numerous errors in spelling, punctuation, grammar, sentence, and paragraph construction make some sections of the essay unintelligible	-repeated errors in spelling, punctuation, grammar, sentence, and paragraph construction make <i>several</i> sections of the essay unintelligible	-problems in spelling, punctuation, grammar, sentence, and paragraph construction so severe as to make the essay unintelligible -(or material presented in <i>outline</i> -- rather than essay – form)
<b>TOTAL:</b>	500-450 points: “A” range 449-350 points: “B” range 349-250 points: “C” range 249-150 points: “D” range 149- 0 points: “F” range  exs.: 500 pts. equivalent to 100 / A+ 400 pts. equivalent to 85 / B 300 pts. equivalent to 75 / C 200 pts. equivalent to 65 / D 100 pts. equivalent to 55 / F				
<b>FINAL GRADE:</b>					