

INTERPRETING THE PAST RUBRIC FOR GENERAL EDUCATION ASSESSMENT

	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Needs Attention (1)
Students will be able to learn how historians interpret major events, people, processes, and ideas from the past.	Effectively uses and synthesizes multiple sources and interpretations to fully describe major events, people, processes, and ideas from the past	Uses and synthesizes multiple sources and interpretations to adequately describe major events, people, processes, and ideas from the past	Inappropriately uses or partially synthesizes multiple sources and interpretations to partially describe major events, people, processes, and ideas from the past	Fails to use or synthesize multiple sources and interpretations to incompletely describe major events, people, processes, and ideas from the past
Students will be able to explain the importance of key historical concepts such as change and continuity over time, chronology, causation, historical context, and the difference between primary and secondary sources.	Identifies and effectively explains historical phenomena through a variety of concepts (e.g. change and continuity over time, chronology, causation, historical context, and the difference between primary and secondary sources)	Identifies and adequately explains historical phenomena through a variety of concepts (e.g. change and continuity over time, chronology, causation, historical context, and the difference between primary and secondary sources)	Identifies and/or partially explains historical phenomena through a variety of concepts (e.g. change and continuity over time, chronology, causation, historical context, and the difference between primary and secondary sources)	Fails to or incompletely identifies and explains historical phenomena through a variety of concepts (e.g. change and continuity over time, chronology, causation, historical context, and the difference between primary and secondary sources)
Students will be able to assess and analyze historical sources to construct an argument	Fully describes historical sources and effectively uses sources to construct an argument	Adequately describes historical sources and/or adequately uses sources to construct an argument	Partially describes historical sources and/or inadequately uses sources to construct an argument	Fails to or minimally describes historical sources and fails to use sources to construct an argument