|  |  |  |  |
| --- | --- | --- | --- |
| **Historical Analysis Rubric** | **Benchmark 1** | **Novice 2** | **Apprentice 3** |
| ***Critical Thinking – HA # 1,2,3*** |  | | |
| Student's position  (perspective, thesis/hypothesis) | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.  Others' points of view are acknowledged within position (perspective, thesis/hypothesis). |
| Evidence  Selecting and using information to investigate a point of view or conclusion | Information is taken from source(s) without any interpretation /evaluation.  Viewpoints of experts are taken as fact, without question. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. |
| ***Information Fluency – HA #4*** |  | | |
| Determine the Extent of Information Needed | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question. | Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question. |
| Access the Needed Information | Accesses information randomly, retrieves information that lacks relevance and quality. | Accesses information using simple search strategies, retrieves information from limited and similar sources | Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. |
| Evaluate Information and its Sources Critically | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Identifies own and others' assumptions and several relevant contexts when presenting a position. |
| Access and Use Information Ethically and Legally | Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |
| ***Written Communication–HA #5*** |  | | |
| Content Development | Uses appropriate and relevant content to develop simple ideas in some parts of the work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. |
| Sources and Evidence | Demonstrates an attempt to use sources to support ideas in the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. |
| ***Intercultural Knowledge & Competence – HA #2*** |  | | |
| Knowledge: Cultural Self-Awareness | Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) |
| Knowledge: Knowledge of cultural worldview frameworks | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |