

## Three sample rubrics\* for the assessment of key tasks in the History classroom

The rubrics focus on some of the abilities, attitudes, and behaviors that should be acquired through the discipline of history. \*These of course can be altered as required. Some space has been provided for teacher comments within certain boxes for extra 'clarification'.

Source Analysis task	4 Highly Competent	3 Competent	2 Partially there	1 Needs more work
Historical Characteristics of the source	Understands the historical characteristics of the source in relation to the topic of study	Shows a basic understanding of the characteristics of the source	Shows some understanding	Demonstrates no understanding
Point of View and Bias	Identifies the point of view of the author and bias in relation to the intended audience and the author's motive	Shows a basic understanding  Could use: _____ _____	Shows some understanding  Could use: _____ _____	Demonstrates no understanding
Organisation	The paper is well structured and persuasive in the statement of its thesis, with an introduction and conclusion	Logically organised.  Could use: _____ _____	Organisation lacks coherence  Could use: _____ _____	Poorly organised  Could use: _____ _____
Development	Demonstrates depth of understanding of the topic, presents supporting arguments clearly and analytically, and provides excellent documentation	Demonstrates knowledge of the topic and provides supporting evidence and adequate detail	Presents undeveloped ideas  Could use: _____ _____	Lacks idea development and includes irrelevant information
Style	Written in an appropriately formal tone without slang. Language is precise and sentence structure varied. Correct use of citations (footnotes or endnotes), quotes, and bibliography	Effective Use of Language Citations and bibliography included but not proper format	Simplistic sentence structure and imprecise use of language No citations or bibliography	Incorrect sentence structure and use of slang, jargon, or inappropriate language
Mechanics	The mechanics of the paper are correct. It is well written with no grammar or punctuation errors, and little or no use of the passive voice	Few errors  Could use: _____ _____	Errors are present that interfere with the presentation of ideas and arguments	Excessive errors in grammar and punctuation.



<b>Book/article Review task</b>	<b>4 Highly Competent</b>	<b>3 Competent</b>	<b>2 Partially there</b>	<b>1 Needs more work</b>
Thesis	Clearly identifies and critically evaluates the author's central argument, purpose, and approach to the subject	Identifies but not does not critically evaluate the author's central argument, purpose, and approach to the subject	Identified a few main ideas but not the thesis	Is unaware of the author's thesis or the purpose of the book. The review is descriptive but not analytical
Organisation	The review is exceptionally well organised with an introduction, body, and conclusion and follows the thesis throughout	The review is reasonably well organised  Could use: _____ _____	The view has a semblance of structure but its coherence is minimised by poor organisation	The review is disorganised and incoherent
Development	A general analysis of the salient features of the book, as opposed to a general summary, and identifies the development of the author's thesis throughout the book	Demonstrates knowledge of the topic and provides supporting evidence and adequate detail	Minimal analysis, is repetitious, or and lacks development of salient features of the book being reviewed	No analysis, but merely a description of summary of the book's content
Style	Sophisticated sentence structure and paragraph development	Effective Use of Language  Could use: _____ _____	Simplistic sentence structure and imprecise use of language	Incorrect sentence structure and use of slang, jargon, or inappropriate language
Mechanics	The mechanics of the paper are correct. It is well written with no grammar or punctuation errors, and little or no use of the passive voice	Few errors  Could use: _____ _____	Errors are present that interfere with the presentation of ideas and arguments	Excessive errors in grammar and punctuation.

\* Adapted from materials from Eastern Illinois University - History Department