

HISTORICAL THEMES CURRICULUM RUBRIC (H)

Program goal:

Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

Student learning objective	Student Learning Outcomes' Levels of competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>SLO1: Knowledge & Understanding</p> <p>The student demonstrates knowledge and understanding of major historical themes or trends.</p>	Fails to demonstrate awareness of the major historical themes or trends.	Demonstrates a limited awareness of major historical themes or trends.	Describes some historical background support in discussion of major historical themes or trends.	Applies appropriate historical background that supports discussion of major historical themes or trends.	Incorporates appropriate and thorough historical background that supports discussion of major historical themes or trends.
<p>SLO2: Sources and Evidence</p> <p>The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.</p>	Fails to use evidence of any kind; disciplinary standards not carefully followed.	Uses limited historical evidence to explain ideas with little to no understanding of the roles of chronology, causation, and context; disciplinary standards not carefully followed.	Uses some historical evidence to further explore ideas that are not fully integrated or coherent with respect to chronology, causation, and context; shows awareness of disciplinary standards.	Uses persuasive historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; disciplinary standards are followed.	Uses persuasive and appropriate historical evidence that is expertly drawn upon with respect to chronology, causation, and context to advance coherent ideas; disciplinary standards are carefully followed.
<p>SLO3: Application of Language and Critical Thinking Skills in an Historical Context</p> <p>The student uses language that is organized and clear and demonstrates an ability to draw comparisons and/or construct historical arguments.</p>	Fails to establish historical comparisons or connections and meaning is lost by lack of language control.	Presents limited understanding of historical comparisons or connections and meaning is partially lost by lack of language control.	Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction.	Applies language that is readable and historical analysis is logical with few errors or conceptual gaps.	Incorporates language that is correct, edited, proofread, and contains no or very few errors; analysis incorporates an ability to make sophisticated comparisons and connections.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully. CU's expectation is that students will perform at or above the level of **Proficient**.