Historical Perspective

 $\underline{\text{Learning Outcome 1}}\text{: Ability to identify and define key historical terms (people, places, events, ideas) and/or historical concepts.}$

Learning	4	3	2	1	Unscorable
Outcome	Thorough	Adequate	Limited	Weak	
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Ability to identify and define key historical terms (people, <u>Learning Outcome 2</u>: Ability to analyze key historical terms (e.g. people, places, events, ideas), sources (primary or secondary), concepts (e.g. historiography, comparison), or patterns (e.g. change, continuity).

Learning Outcome	4 Thorough	3 Adequate	2 Limited	1 Weak	Unscorable
Ability to analyze key historical terms (e.g. people, places, events, ideas), sources	Clearly and fully analyzes key historical terms, sources, concepts or patterns	Clearly analyzes key historical terms, sources, concepts or patterns	Provides some analysis of		
(primary or secondary), concepts (e.g.	and/or	and/or			
historiography, comparison), or	Fully describes significance of	Clearly describes			
patterns (e.g. change, continuity).	places, events, or ideas	significance of places, events, or ideas			
continuity).	and/or	and/or			
	Provides articulate	Provides clear			
	comparison of historical	comparison of historical			
	terms, sources, concepts, or	terms, sources, concepts, or			
	patterns	patterns compT /F3 11.04 T1 1 0 0 1 321.72 599.23 Tm 0 G [(a)9(na)9(j)-4(ys)-6(s)-12(o)] TJ ET Q q 316.2 254.98 78.024 379.784 TI 1 0 0 1 243.4(e)9(a)9(n)7(j) TJ ET Q q 23			

<u>Learning Outcome 3</u>: Ability to use evidence to assess a historical argument or a historical relationship to a contemporary or universal issue.

Learning	4	3	2	1	Unscorable
Outcome	Thorough	Adequate	Limited	Weak	
Ability to use evidence to assess a historical argument or a historical relationship to a contemporary or universal issue.	Effectively uses historical evidence to fully assess one or more historical arguments and/or Effectively uses historical evidence to construct a persuasive argument about or to fully assess a historical relationship to contemporary or universal issue.	Uses historical evidence to partially assess one or more historical arguments and/or Uses historical evidence to construct an adequate argument or to partially assess a historical relationship to contemporary or universal issue	Uses insufficient historical evidence		