

**University of South Florida**  
**Foundations of Knowledge and Learning Core Curriculum**  
**Historical Context and Process**  
**Assessment Rubric**

**Learning Outcome 10: Students will demonstrate an ability to describe historical events and multiple interpretations of historical events using arguments supported by appropriate historical evidence.**

Mastering the "Historical Context and Process" approach to learning involves identifying and working with the various contexts (physical, temporal, intellectual, etc.) in which the events of human history have taken place and the processes that shape and reshape our interpretations of past events. Students who achieve the Historical Context and Process outcome will demonstrate mastery of the following four components.

The faculty of the History Department expect students to perform up to Level 3 in 2000 level Gen Ed classes, and up to Level 4 in 3000 and 4000 level courses.

Criteria	4 Outstanding	3 Acceptable	2 Developing	1 Unacceptable	Score
<b>Historical Evidence: Accurately identify acceptable sources relevant to a historical topic</b>	Identifies acceptable sources (both primary and secondary) relative to the historical topic under investigation; accurately describes the distinguishing characteristics of the sources, including their strengths and weaknesses, and demonstrates this understanding when using a source or sources to justify resulting arguments.	Identifies one or more acceptable sources relevant to the historical topic under investigation, and demonstrates an understanding of the nature of the sources.	Identifies one or more acceptable sources, but cannot explain the nature of these sources.	Cannot identify acceptable sources.	
<b>Historical Context: Describes historical events, including relevant causes and effects</b>	Accurately and thoroughly describe the event under investigation (appropriate to the level of the course); explain the causes as well as the consequences of the event (appropriate to the level of the course).	Accurately describe the event under investigation; explain some causes and consequences of the event.	Minimally identify the event and minimally describe its causes and its effects	Cannot describe the event under investigation, or explain its causes and effects.	
<b>Historical Process: Explains multiple interpretations including the reasons why these interpretations differ</b>	Explains multiple interpretations of an event; explains how differences in background, perspective and context shape these interpretations, and how (in general terms) these affect selection and use of source materials.	Identifies more than one interpretation of an historical event and shows general awareness of differing perspectives that condition interpretations	Marginally able to recognize more than one interpretation of an event, but unable to define differences in perspective or background of the interpretations.	Are unable to explain multiple interpretations of an historical event.	
<b>Arguments: Creates arguments supported by appropriately-cited historical evidence.</b>	Demonstrates an ability to create articulate, detailed, convincing and original arguments using well-cited historical or physical evidence; explains the validity of other arguments, supportive or contradictory, in relation to the argument made; demonstrate awareness and understanding of the dynamism of arguments and the cultural/temporal context from which they are created.	Demonstrates an ability to create a well-supported and convincing argument using well-cited historical or physical evidence; understands the validity of other arguments.	Demonstrates an ability to create a convincing argument which reflects use of historical or physical evidence, but does not clearly attribute that evidence or show awareness of other arguments or the interplay or arguments.	Does not demonstrate an ability to craft a convincing argument; shows little or no support of historical or physical evidence and does not demonstrate an understanding of other arguments or interplay of arguments.	