Empire State College's American History Assessment Rubrics

Revised 2015

Loorning Objective	Does not meet	Annroachas	Moots	Exceeds
Learning Objective		Approaches	Meets	
1.a.) Basic Narrative	1.a.i.) Work	1.a.i.) Work	1.a.i) Work	1.a.i) Work
"Historical Context:	shows very little	demonstrates a	demonstrates an	demonstrates a
The student has	understanding of	modest ability to	adequate	thorough
gained a body of	historical issues	understand	understanding of	understanding
knowledge in US	and connections.	historical issues	historical issues	of historical
history sufficient to	1.a.ii.) Includes	and makes a few	and makes	issues and
be able to place	major errors.	connections, but	satisfactory	makes excellent
events and the		is less than	connections over	connections
interpretation of		satisfactory.	time.	over time.
these events in an		1.a.ii) Work	1.a.ii.) Work is	1.a.ii.) Work
appropriate temporal		contains errors,	primarily	demonstrates
and spatial context,		but shows	descriptive, but	analytical skill in
including a		awareness of	shows awareness	presenting an
meaningful		historical thesis or	of historical thesis	historical thesis
chronological order		line of reasoning.	or line of	or line of
and within a larger			reasoning.	reasoning.
scheme of historical				
change."				
	0	0	0	0
COMMENTS				
1.b.)	1.b.i.) Work	1.b.i.) Work	1.b.i.) Work	1.b.i.) Work
Multidimensional	demonstrates	demonstrates a	demonstrates a	demonstrates a
Analysis: "The student	very little ability	modest	satisfactory	thorough
demonstrates an	to understand	understanding of	understanding of	understanding
awareness of various	any dimension in	a dimension or	a dimension or	of a dimension
dimensions of history-	relationship to	dimensions in	dimensions of U.S.	or dimensions of
-political, social,	the basic	relationship to	history in	American
economic, cultural,	narrative of	the basic	relationship to the	history in
and environmental"	American	narrative of	basic narrative of	relationship to
	history.	American history.	American history.	the basic
	1.b.ii.) Includes	1.b.ii.) Work	1.b.ii.) Work	narrative of
	major errors.	refers to	describes the	American
	,	dimension(s) and	significance of	history.
		relates them in a	dimension(s) and	1.b.ii.) Work
		simple way to the	relates them	demonstrates
		basic narrative of	clearly to the basic	analytical skill in
		American history.	narrative of	relating
			American history.	dimensions
			7	thematically to
				basic narrative
				of American
				history.

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COMMENTS	1	I	ı	ı
1.c.) Unity and Diversity: "Student is able to understand the significance of ethnicity, gender, race, and class in relation to these dimensions."	1.c.i.) Work demonstrates very little understanding of how individuals and groups have experienced history differently. 1.c.ii) Includes major errors.	1.c.i.) Work demonstrates a modest understanding of how individuals and groups have experienced history differently. 1.c.ii.) Work refers to the experience of one or more groups but fails to relate concepts clearly to the basic narrative of American history.	1.c.i.) Work demonstrates an adequate under- standing of how individuals and groups have experienced history differently. 1.c.ii.) Work describes the experience of one or more groups and relates it to the basic narrative of American history.	1.c.i.) Work demonstrates a thorough understanding of how individuals and groups have experienced history differently. 1.c.ii.) Work demonstrates analytical skill in relating the experience of one or more groups to the narrative of American history.
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COMMENTS	•		1 0	•
2.a.) Common Institutions: "Students will understand the origins and development of political, economic, social, cultural, or other institutions of the United States. (Institutions might include government, business, labor, military, family, or others)."	2.a.i.) Work shows limited understanding. 2.a.ii.) Includes major errors	2.a.i.) Work demonstrates a modest understanding of the origins and development of selected institution or institutions. 2.a.ii.) Work refers to institution(s)	2.a.i.) Work demonstrates an adequate understanding of the origins and development of selected institution or institutions. 2.a.ii.) Work describes institution(s)	2.a.i.) Work demonstrates a thorough understanding of the origins and development of selected institution or institutions. 2.a.ii.) Work demonstrates analytical skill in discussing institution(s).
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COMMENTS	I	T = 1 . 1 . 1	I	I
2.b.) Institutions: "how they have affected different groups."	2.b.i.) Work shows limited understanding. 2.b.ii.) Includes major errors.	2.b.i.) Work demonstrates a modest understanding of how institution(s) have affected different groups	2.b.i.) Work demonstrates an adequate under- standing of how institution(s) have affected different groups	2.b.i.) Work demonstrates a thorough understanding of how institution(s) have affected different groups.

		2.b.ii.) Work	2.b.ii.) Work	2.b.ii.) Work	
		refers to how	describes how	demonstrates	
		institution(s) have	institution(s) have	analytical skill in	
		affected different	affected different	discussing how	
		groups.	groups.	institution(s)	
				have affected	
				different groups.	
	0	0	0	0	
COMMENTS					
3.) US in Global	3.) Work shows	3.) Work	3.) Work	3.) Work	
context: "an	limited	demonstrates a	demonstrates an	demonstrates a	
appreciation of the	understanding of	modest	adequate	thorough	
varieties of political,	America's	understanding of	understanding of	understanding	
geographical, and	evolving	America's	America's evolving	of America's	
cultural regions of the	relationship with	evolving	relationship with	evolving	
world."	the rest of the	relationship with	the rest of the	relationship	
	world.	the rest of the	world.	with the rest of	
		world.		the world.	
	0	0	0	0	
COMMENTS					