

## Empire State College’s American History Assessment Rubrics

### Revised 2015

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

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