

Rubric for Global Histories and Societies (GHS) Artifact Assessment

Intended Learning Outcome (ILO)	Sufficient	Insufficient
<p>ILO 1: Critically examine the causes and consequences of historical developments.</p> <p>“Historical developments” may include, but are not limited to, large scale social, political, intellectual, environmental, and/or cultural transformations within the context of the course material.</p> <p>“The goal is to acknowledge both the contingency and complexity of human affairs and the ways in which inherited economic structures, political institutions, physical/environmental elements, and cultural traditions shape historical developments.”</p>	<p>The student will:</p> <ul style="list-style-type: none"> Describe one or more specific causes OR consequences of a historical development <p>AND</p> <ul style="list-style-type: none"> Include some discussion of relevant historical context and how it influences developments. 	<p>The student:</p> <ul style="list-style-type: none"> Did not identify a historical development, <p>OR</p> <ul style="list-style-type: none"> Their discussion of cause or impact is vague or lacks contextualization.
<p>ILO 2: Investigate the continually changing nature of historical interpretation.</p> <p>“Historical Interpretations” may include, but are not limited to: a debate between scholars, issues of how individuals or institutions “remember” or memorialize the event, narrativization of the past by different groups, etc.</p>	<p>The student will identify AND compare two differing historical interpretations of one or more historical developments</p>	<p>The student:</p> <ul style="list-style-type: none"> Did not identify more than one historical interpretation <p>OR</p> <ul style="list-style-type: none"> Could not identify key similarities or differences between historical interpretations.
<p>ILO 3: Analyze evidence within its broader historical and cultural contexts.</p> <p>“Evidence” must be a type of primary source (may include, but not limited to, textual, artistic, material, environmental, or oral evidence)</p>	<p>The student will:</p> <ul style="list-style-type: none"> Interpret evidence <p>AND</p> <ul style="list-style-type: none"> Support an interpretation with specific textual and material evidence Situate the evidence within historical, cultural, or archival contexts 	<p>The student:</p> <ul style="list-style-type: none"> Does not use evidence Does not offer an interpretation of a source, <p>OR</p> <ul style="list-style-type: none"> Does not employ relevant, period-specific contextual information in their interpretation.