

Rubric 1: Historiography (10 sources) – 100 pts possible

	<b>Missing</b>	<b>Poor</b>	<b>Developing</b>	<b>Exemplary</b>	<b>Score</b>
<b>Citation</b>	No citation present	Citation elements are missing and entries do not use Chicago style	Citations contain some style mistakes but mostly follow citation format for Chicago style	Citation demonstrates correct and consistent use of Chicago style	10
<b>Summary of argument and methods/lens used</b>	No summary present	Summaries are brief and are missing key elements of argument and or do not discuss methods used	Summaries address major elements of argument and methods used, but could elaborate on a few elements	Summaries effectively address the key points of the argument and discuss methods/lens employed by author	30
<b>Evaluation of author’s use of evidence and its effectiveness</b>	No evaluation present.	Evidence used by author is stated but discussion of its effectiveness is minimal or not present	Evidence and its effectiveness are addressed, but evaluation tends toward simplistic and surface-level	Evidence and its effectiveness are evaluated in depth showing critical thought and awareness of author’s context, bias and overall strength of argument	25
<b>Use for Future – identification of questions &amp; connections and opportunities to chain to new sources</b>	No questions or chaining opportunities identified	Questions and/or chaining opportunities are addressed, but not both	Some questions & chaining opportunities are identified, but lack depth and critical thought	Questions and chaining opportunities are identified and reflect critical thought and possibilities for practical use	25
<b>Grammar and Writing - Effective writing style and word choice</b>		Grammar and style are sloppy and reflect little revision	Writing style is competent, grammar has few mistakes	Writing style is clear, concise and effectively conveys the writer’s ideas	10

\*Each missing source will result in a 10 point deduction.

Rubric 2: Large Group Defense – 50 pts possible

Student Presentation Rubric

	<b>Weak</b>	<b>Developing</b>	<b>Exemplary</b>	<b>Score</b>
<b>Content for Presentation</b>	The student fails to accurately summarize the major historical arguments.	The student describes most of the major historical arguments and begins to analyze and evaluate them.	The student clearly describes the major historical arguments and demonstrates critical thought in analysis and evaluation.	20
<b>Presentation Skills</b>	The delivery is consistently difficult to follow. There is no indication of preparation or organization.	There is some indication of preparation and organization. Delivery is at times difficult to follow.	The delivery is engaging and well organized. Eye contact is made and sustained throughout the presentation.	5

Student Critique Rubric

	<b>Weak</b>	<b>Developing</b>	<b>Exemplary</b>	<b>Score</b>
<b>Content for Critique</b>	The student fails to engage speaker in dialogue. Student does not challenge or question the presentation. No suggestions are offered.	Student attempts to engage speaker in dialogue. Student asks some critical questions. Suggestions for exploration are limited, but present.	Student successfully engages speaker in a constructive dialogue. Student asks critical questions. The student offers appropriate suggestions for future exploration.	20
<b>Presentation Skills for Critique</b>	The delivery is consistently difficult to follow. There is no indication of preparation or organization.	There is some indication of preparation and organization. Delivery is at times difficult to follow.	The delivery is engaging and well organized. Eye contact is made and sustained throughout the presentation.	5

Rubric 3: Reflection: 25 pts possible

	<b>Weak</b>	<b>Developing</b>	<b>Exemplary</b>	<b>Score</b>
<b>Summary</b> of feedback and reflection on strengths & weaknesses of argument	Summary is lacking detail and does not accurately depict peer feedback or discuss the strength and weaknesses of arguments	Summary addresses feedback and or weaknesses and strengths of arguments, but not both	Summary addresses feedback, as well as strength and weaknesses of overall arguments	10
<b>Reflection</b> on new angles and future resources to consult in order to improve argument	Reflection fails to demonstrate how feedback will contribute to new angles and resources	Reflection addresses some new angles and/or future resources, but not both	Adequately discusses how he/she will consider new angles and future resources for revision	10
<b>Grammar</b> and Writing - Effective writing style and word choice	Grammar and style are sloppy and reflect little revision	Writing style is competent, grammar has few mistakes	Writing style is clear, concise and effectively conveys the writer's ideas	5