

Thinking Historically Evaluation Rubric

	Exemplary	Acceptable	Unacceptable
Use of primary sources	Primary-source examples are used to support most points. Quotes well integrated into sentences. The student is able to gauge what questions she/he can and cannot answer on the basis of the sources used.	Primary-source examples are used to support some points. Points sometimes lack supporting evidence, or evidence used where inappropriate. Quotes may be poorly integrated into sentences or may appear without analysis relating them to points.	Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.
Contextualization/ Secondary literature	The context is clearly identified and the information is relevant for a better grasp of the source. Identifies clearly the historiographic debate the paper is addressing. Cites both books and articles that are recent and appropriate for the topic.	The context is identified but not all the elements provided seem relevant to the analysis. Identifies historiographical debate, but represents historiography in a cursory manner, with few citations and brief engagement of recent scholarly books and articles.	Minimal contextual information not relevant to the analysis. Lacks grasp of historiographical debate, and consults few authoritative sources. The paper constitutes primarily of stream of consciousness or a summary of the student's opinions
Application	In an alternate setting, deftly analyses the implications of the source of information and context of the situation.	In an alternate setting, identifies the source of data and the context. Draws out some but not all of the important implications.	Gives an analysis of the situation without regard to the source of the data or the context.