

SEEDS Student Learning Outcome(s)/Rubic

Historical Thinking

Student Learning Outcomes:

- *Students will describe, explain, and apply fundamental historical concepts and ideas in specific topics of historical inquiry.*
- *Students will apply the methods that produce historical knowledge such as primary source analysis, historiographical review, sourcing, and contextualization.*
- *Students will critically evaluate arguments in history by explaining, contextualizing and analyzing assertions, background assumptions, and explanatory evidence.*

Criterion	Exemplary/Excellent	Proficient/Good	Basic/Satisfactory	Below Basic/Needs Improvement
<i>Fundamental Concepts and Ideas.</i>	Students can: - Accurately define, describe or explain concepts. - Correctly generalize core concepts to new situations. - Apply Concepts in contexts that require an original interpretation.	Students can: - Accurately define, describe or explain concepts. - Apply Concepts in contexts that require an original interpretation.	Students: - Can define or describe concepts but - Cannot apply those concepts or ideas correctly or consistently.	Students cannot: - Define or describe fundamental concepts or ideas from the course.
<i>Historical Methods</i>	In addition to meeting all the standards for "Proficient" students use the sources to answer overarching questions about	Students can: - Accurately distinguish between primary and secondary sources. - Effectively evaluate, contextualize and analyze	Students can: - Distinguish between primary and secondary sources. - Identify a range of documents and materials	Students cannot: - Consistently distinguish between primary and secondary sources.

	<p>historical change, continuity, or meaning.</p> <ul style="list-style-type: none"> - Students also generalize from a particular case to a larger society, institution or situation. 	<p>primary and secondary sources.</p> <ul style="list-style-type: none"> - Present plausible interpretations based on their analysis of both primary and secondary sources. 	<p>that historians might use to reconstruct and understand the past.</p>	
<p><i>Critical Thinking in evaluating arguments.</i></p>	<p>Students are consistently able to:</p> <ul style="list-style-type: none"> - Identify flaws in interpretations or analyses; or - Offer alternative interpretations; or - Suggest ways to empirically or theoretically test arguments. 	<p>Students can consistently and accurately evaluate:</p> <ul style="list-style-type: none"> - The empirical and logical validity of arguments; or - The strength of interpretative/ analytical statements. 	<p>Students:</p> <ul style="list-style-type: none"> - Can distinguish unsupported opinions from interpretations or analysis resting on evidence; but - Cannot consistently evaluate the validity or strength of interpretations or analyses. 	<p>Students cannot:</p> <ul style="list-style-type: none"> - Differentiate unsupported opinions from statements of interpretation or analysis that rest on evidence.

Submitted by:

Learning Outcomes and Rubric have been modified from [The University of MD Gen Ed:](#)

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