

**CSCU GENERAL EDUCATION ASSESSMENT RUBRIC**  
**COMPETENCY AREA: Historical Knowledge and Understanding**

**Historical Knowledge and Understanding Goal:** Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

Scale Outcomes	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
1. Identify and differentiate types of historical sources including popular, academic, primary, and secondary.	Identifies and differentiates many types of historical sources, and assesses the reliability of specific sources.	Identifies and differentiates some types of historical sources, and attempts to assess the reliability of specific sources.	May identify and differentiate types of historical sources, but cannot assess specific sources or their reliability.	Cannot differentiate types of historical sources.
2. Recognize ever-changing interpretations of history.	Recognizes changes in the interpretation of a specific period, event, or circumstance. Explores reasons for changes.	Recognizes changes in the interpretation of a specific period, event, or circumstance. Attempts to explore reasons for changes, but may do so only partially.	Recognizes changes in the interpretation of a specific period, event, or circumstance but does not explore factors that lead to changes.	Does not recognize changes in historical interpretation.
3. Place the development of societies in national and/or international contexts.	Places the development of societies in national and international contexts and fully explains the connection between the two.	Places the development of societies in national and international contexts and explains the connection between the two.	Places development of societies in either national or international contexts and explains the relationship between the two in a limited way.	Is unable to place societal development in national or international contexts.
4. Explain the influence and agency of social circumstances, which may include race, class, gender, and others, on historical events.	Explains the influence of social circumstances on specific historical events and fully explains specifics of the connections.	Explains the influence of social circumstances on specific historical events and explains some specifics of the connections.	Explains the influence of social circumstances on specific historical events, but cannot explain the specifics of the connections.	Makes no attempt to explain the influence of social circumstances on historical events.
5. Describe the impact of the past on subsequent events, including the present.	Describes the impact of the past on subsequent historical events. Explains the causes in detail.	Describes the impact of the past on subsequent historical events. Attempts to explain the causes.	Describes the impact of the past on subsequent historical events. Description is imprecise or lacks depth.	Does not recognize the impact of the past on subsequent historical events.

<p>6. Examine the complex, dynamic, and interrelated nature of change.</p>	<p>Explains the process of change over time and the multiple and interrelated factors that produce change.</p>	<p>Explains the process of change over time and identifies some factors that underlie change.</p>	<p>Explains change over time but cannot identify, or incompletely identifies, the factors that underlie change.</p>	<p>Does not explain the process of change over time.</p>
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