

SEEDS Student Learning Outcome Rubric for Historical Thinking

Learning Goal(s):

Courses in this category will focus on historical analysis, which invites students to learn about past worldviews and human experience. Students will gain an awareness that the world we experience today is both heir to the past and often very different from the past in myriad ways. Students will study change over time, the better to understand historical questions large and small: why and how did societies emerge, technologies and ideas develop, social and cultural institutions transform? Students will learn to interpret texts, artifacts, and other evidence from the past in order to evaluate and make arguments about the possible causes of historical change.

Student Learning Outcomes:

Courses in this category should fulfill the following objectives:

Modified from [The University of MD Gen Ed](#):

1. Students will demonstrate knowledge of fundamental historical concepts and ideas in specific topics of historical inquiry.
2. Students will demonstrate understanding of the methods that produce historical knowledge and understanding in a specific subject area.
3. Students will demonstrate critical thinking in evaluating arguments in history and in analyzing major assertions, background assumptions, and explanatory evidence.

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Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Fundamental Concepts and Ideas	<p>Student can:</p> <ul style="list-style-type: none"> accurately define or describe concepts; and correctly generalize course concepts to new situations; or apply concepts in contexts that require original interpretation. 	<p>Student can:</p> <ul style="list-style-type: none"> accurately define or describe concepts; and apply concepts or ideas in contexts described in lectures, readings, or other course material. 	<p>Student:</p> <ul style="list-style-type: none"> can define or describe concepts; but cannot apply those concepts or ideas correctly. 	<p>Student is unable to define or describe fundamental concepts or ideas from the course.</p>
Historical methods that produce knowledge	<p>In addition to meeting all standards for “Proficient,” student uses the sources to answer overarching questions about historical change, continuity, or meaning. To achieve the latter, student properly generalizes from a particular case to a larger society, institution, or situation.</p>	<p>Student accurately distinguishes between primary and secondary sources; effectively interprets a variety of primary sources (that is, student finds out who produced the source, when, where and why); and is able on that basis to offer plausible interpretations of a range of primary sources.</p>	<p>Student accurately distinguishes between primary and secondary sources and can identify a range of documents historians might use to reconstruct and understand the past.</p>	<p>Student is unable consistently to distinguish between a primary and secondary source in history.</p>
Critical thinking in evaluating arguments	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> identify flaws in interpretations or analyses; or offer alternatives; or suggest ways to empirically test any arguments. 	<p>Student is consistently and accurately able to evaluate:</p> <ul style="list-style-type: none"> the empirical and logical validity of arguments; or strength of interpretive/ analytical statements. 	<p>Student:</p> <ul style="list-style-type: none"> can distinguish unsupported opinions from interpretation or analysis resting on evidence; but cannot consistently evaluate the validity or strength of interpretations or analyses. 	<p>Student is unable to differentiate unsupported opinions from statements of interpretation or analysis that rest on evidence.</p>

Adopted from [The University of MD Gen Ed](#):