

Rubric to Assess Core Competencies in History M.A. Program

Listed below are the six core competencies for the MA History Program. Under each competency, follows a list of assessment criteria based on this assessment scale below. This criteria rubric will be used to inform our evaluation of student work in the History Department's revised evaluation sheet for the MA research papers and portfolio, which is included at the end of this document.

5. Clearly Exceeding Standards	4. Meeting Standards	3. Below Standards	2. Unacceptable	1. Clearly Unacceptable
---------------------------------------	-----------------------------	---------------------------	------------------------	--------------------------------

Graduate students will be able to:

Competency 1.) Articulate an original arguments, critical analysis, and complexity of reasoning in writing and oral discussion.

5. Articulates an original, complex argument with highly effective critical analysis
4. Articulates a complex, insightful argument with sufficient critical analysis
3. Basic argument articulated but minimal analysis and reasoning
2. Struggles to offer an argument/ claim, but with little analysis or sufficient reasoning
1. Failure to identify a specific argument/ claim; little to no analysis presented

Competency 2.) Use, integrate, and discuss primary source evidence effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.

5. Effectively integrates a range of primary sources to support an innovative and complex argument/analysis
4. Effectively integrates and discusses primary sources to support complex argument/analysis
3. Discusses relevant primary sources to support argument/ analysis
2. Uses primary sources but fails to establish relevance to argument/analysis
1. Fails to use primary sources

Competency 3.) Use, integrate, and discuss secondary sources and historiography effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.

5. Effectively integrates and critically discusses a range of secondary sources to position and to support a complex, innovative argument/analysis within the relevant historiography
4. Effectively integrates and critically discusses secondary sources to position and to support a argument/analysis within the relevant historiography
3. Discusses some relevant secondary sources to support argument/ analysis
2. Uses secondary sources but fails to establish relevance to argument/analysis
1. Fails to use secondary sources

Competency 4.) Use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing and oral discussion.

5. Effectively integrates and critically discusses a complex understanding of disciplinary methods and conceptual/theoretical approaches relevant to support the argument/analysis
4. Effectively integrates and critically discusses disciplinary methods and conceptual/theoretical approaches relevant to the argument/analysis
3. Demonstrates basic understanding of disciplinary methods and conceptual approaches as relevant to the argument/ analysis
2. Demonstrates inadequate understanding of disciplinary methods and conceptual approaches
1. Lacks understanding of basic disciplinary methods and conceptual approaches

Competency 5.) Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.

5. Demonstrates clarity of thought and complex critical analysis in a persuasive development of an organized argument
4. Demonstrates clarity of thought and critical analysis in an organized form
3. Demonstrates some critical thinking in a clear, organized form
2. Communicates basic ideas and analysis unclearly
1. Fails to communicate basic ideas and analysis in an organized, clear, form

Competency 6.) Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures, and citation format in footnotes/endnotes and bibliography.

5. Demonstrates and uses disciplinary conventions of writing and citation formats properly and highly effectively
4. Demonstrates and uses disciplinary conventions of writing and citation formats properly and effectively
3. Demonstrates some understanding and use of disciplinary convention of writing and citation formats
2. Fails to conform with disciplinary conventions of writing and citation formats
1. Lacks any understanding of proper writing and citation formats

Final MA Portfolio and Oral Defense Evaluation Summary Form

Student's Name _____

Date of Oral Defense _____

Faculty Advisor: _____

Signature: _____ **Date:** _____

Faculty Committee Member: _____

Signature: _____ **Date:** _____

Faculty Committee Member: _____

Signature: _____ **Date:** _____

Core Competencies, M.A. in History

Capstone Oral Defense of Portfolio of Research Papers (HIST 6990) is the capstone course in the M.A. in History from UCCS. In their final portfolio and during their oral defense of the portfolio, graduate students demonstrate how they have learned the core competencies of the History M.A. program. Students completing a M.A. in History will be able to:

1. Articulate arguments, critical analysis, and complexity of reasoning in writing and oral discussion.
2. Use, integrate, and discuss primary source evidence effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
3. Use, integrate, and discuss secondary sources and historiography effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
4. Use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing and oral discussion.
5. Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.
6. Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures, and citation format in footnotes/endnotes and bibliography.

**PART ONE: Assessment of Core Competencies demonstrated in
Final Portfolio of Research Papers (Written Work)**

(Overall competencies assessment score is combined average of the six categories on a 100 points scale for each.)

Competencies Assessed	1. Clearly Unacceptable = 0–59	2. Unacceptable = 60–69	3. Below Standards = 70–79	4. Meeting Standards = 80–89	5. Clearly Exceeding Standards = 90–100
Argument and Critical Analysis: Ability to articulate arguments, critical analysis, and complexity of reasoning in writing					
Primary Source Analysis: Ability to use, integrate, and discuss primary source evidence effectively in writing based on an understanding of the methods of historical research and analysis.					
Secondary Source Analysis: Ability to use, integrate, and discuss secondary sources and historiography effectively in writing based on an understanding of the appropriate methods of historical research and analysis.					
Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing					

Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.					
Disciplinary Conventions of Research and Writing: Ability to demonstrate proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures as well as format and citation practices expected in the discipline.					

PART TWO: Assessment of Core Competencies demonstrated in Oral Defense of Research Papers (Oral Communication)

(Overall competencies assessment score is combined average of the six categories on a 100 points scale for each.)

Competencies Assessed	1. Clearly Unacceptable = 0–59	2. Unacceptable = 60–69	3. Below Standards = 70–79	4. Meeting Standards = 80–89	5. Clearly Exceeding Standards = 90–100
Argument and Critical Analysis: Ability to articulate arguments, critical analysis, and complexity of reasoning in writing					
Primary Source Analysis: Ability to use, integrate, and discuss primary source evidence effectively in oral communication based on an understanding of the methods of historical research and analysis.					

<p>Secondary Source Analysis: Ability to use, integrate, and discuss secondary sources and historiography effectively in oral communication based on an understanding of the appropriate methods of historical research and analysis.</p>					
<p>Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in oral communication</p>					
<p>Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments through oral communication</p>					

Comments from Faculty on Committee: