



MA in War and Society Paper and Thesis Assessment Rubric

	EMERGING	DEVELOPED	ADVANCED	MASTERY
GLOBALIZATION				
1 – Use of Transnational Sources	Identifies transnational secondary-source literature related to specific war and society topic	Analyzes transnational secondary works in support of written arguments	Analyzes transnational primary sources and secondary works in support of written arguments	Fully incorporates transnational primary sources and secondary works to support an original written argument
2 – War and Society Methodological Approaches	Identifies interdisciplinary approach relevant to specific war and society topic	Uses relevant interdisciplinary approach to develop research questions and own research methodologies	Uses relevant interdisciplinary approach to conduct research and incorporates critiques of methodologies in written work	Advances interdisciplinary war and society methodological approach through research and written work
	EMERGING	DEVELOPED	ADVANCED	MASTERY
STUDENT WRITING				
1 – Use of Evidence	Makes assertions with limited evidence	Provides credible evidence for most claims	Provides comprehensive evidence for most claims	Supports all claims with specific, detailed, and effective evidence
2 – Analysis	Merely paraphrases evidence	Analysis is inconsistent in interpretation or application	Analysis begins to account for ambiguity or contradictory evidence	Analysis is clear, nuanced, and sophisticated
3 – Methods of Citation	Inconsistent citations of primary and secondary sources	Mostly accurate citations of relevant primary and secondary sources	Mostly accurate citations of numerous different source materials, mostly relevant	Correct citations of numerous different source materials, all relevant
4 – Writing Style	Adequate sentence structure, minor grammatical/usage errors	Appropriate tone, no distracting errors; adequate	Persuasive tone, fluid syntax, correct grammar usage	Mature tone revealing a unique voice, varied sentence structure, firm grasp of grammar

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STUDENT WRITING (CONTINUED)				
5 – Organization	Weak organization; minimal or faulty transitions	Occasional lapses in organization with some faulty transitions	Logical organization with effective transitions	Engaging organization and artful transitions
6 – Oral Defense (Thesis Only)	Responses are incomplete and offer limited insight into the thesis subject	Responses are adequate and offer adequate insight into the thesis subject	Responses are complete and offer strong insight into the thesis subject	Responses are thorough, articulate and exhibit in-depth insight into the thesis subject
	EMERGING	DEVELOPED	ADVANCED	MASTERY
FACULTY-STUDENT RESEARCH				
1 – Prepares MA Thesis	Project has a clear purpose and rudimentary research plan.	Project has discernible working thesis and a well-constructed research plan.	Project employs an interdisciplinary approach and offers a justification for taking such an approach	Frames thesis and research plan in an interdisciplinary way that demonstrates broad familiarity of topic within larger field of war and society
2 – Revises MA Thesis	Understands criticism from thesis advisor and readers	Responds to criticism from thesis and advisor and readers by making minor improvements to thesis	Makes significant improvements to thesis by answering most or all of faculty concerns	Responds to criticism and incorporates new ideas and/or research into thesis and materially improves final written product
3 – Submission for Publication	Identifies appropriate journals for possible submission and understands submission guidelines	Prepares manuscript prospectus and prepares for publication according to journal guidelines	Submits manuscript to relevant journal	Manuscript accepted for publication

	EMERGING	DEVELOPED	ADVANCED	MASTERY
PERSONALIZED EDUCATION				
1 – Critical Stance to Historical Arguments	Identifies authors’ main ideas but not necessarily thesis	Identifies and begins to critically evaluate the authors’ central argument, purpose, and approach to the subject	Clearly identifies and critically evaluates authors’ central argument, purpose, and approach to the subject	Clearly identifies and critically evaluates authors’ central argument, purpose, and approach to the subject and places within larger historiography of field
2 – Critical Stance to Methodological Approaches	Demonstrates an awareness of methodological approaches from different academic disciplines comprising the larger field of war and society	Able to compare and contrast multiple disciplinary methodological approaches as they relate to own topic	Capable of arguing against an authors’ methodological approaches based on own research	Uses multiple disciplinary theories, models, and methodological approaches in support of own work on war and society topic
3 – Original Historical Argument	Defines a topic that poses a new approach to a historical question or argument	Analyzes relevant literature and places own topic within larger field	Synthesizes own original argument with relevant works	Demonstrates originality by challenging current historiography
	EMERGING	DEVELOPED	ADVANCED	MASTERY
INTERDISCIPLINARITY				
1 – Use of Disciplinary Methods	Disciplinary knowledge base is focused only on history	Disciplinary knowledge base extends outside history	Concepts and theories outside history inform project’s research methodology	Concepts and theories from outside history that offer new insights, and interpretations on findings
2 – Integration	Weak connections among disciplinary methods and little integration	Makes valid but limited connections across disciplinary or field perspectives	Integration brings disciplinary insights together in a generally coherent and effective way	Novel, imaginative, or well-articulated integration brings disciplinary insights together in a coherent and effective way

Sources:

“Targeted Assessment Rubric for Interdisciplinary Writing”

<http://evergreen.edu/washingtoncenter/docs/intlearning/rubricappendix.pdf>

“Assessing Global Learning: Matching Good Intentions with Good Practice”

http://archive.aacu.org/SharedFutures/documents/Global_Learning.pdf

“Improving and Assessing Global Learning”

https://www.nafsa.org/File/_/improving_assessing.pdf

“A Word About Rubrics”

[http://www.eiu.edu/assess/History%20Rubrics%20\(2\).doc](http://www.eiu.edu/assess/History%20Rubrics%20(2).doc)

“Course-Based Review and Assessment”

http://www.umass.edu/oapa/oapa/publications/online_handbooks/course_based.pdf