

## Rubric for Evaluation of a Student Learning Outcome

**Course:** History 122: History of Mexico

**SLO:** Tracing and examining the U.S. takeover of Mexico's northern borderlands from 1836 to 1848 and after effects on Mexico.

**Faculty participating:** J. Joaquin Duran

For each performance standard described in the SLO, describe the criteria for various levels of meeting that standard. Three levels is recommended, but you may use more. Be as specific as possible, so that new instructors would understand the criteria.

### Collection and Evaluation Process:

The instructor will evaluate the written assignments using the rubric and collect and compare samples of each level (1-3) of work, and seek feedback by sharing this information with other history instructors.

Changes being considered (if any): Instructors will compare findings and evaluate effectiveness of rubric, choice of terms and areas where students excelled and areas that require more attention.

**Review and recommendations:** Changes are not being considered at this time.

**Scheduled completion date:** Fall, 2007

Attach this to the SLO and Assessment Plan.

<b>Performance standard</b>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
<b>Identifying and analyze factors in Mexico (colonial and independent) and the U.S. which eventually led to the U.S. takeover of Mexico's northern borderlands.</b>	Identifying Spanish and Mexican security concerns leading to the Texas settlement policy encouraging U.S. ambitions motivating and making possible the Americanization of Texas.	Identifying the dynamics and end results involved in both the American and Mexican motivating factors behind the American settlement of Texas without naming specific events, or people.	Naming specifics without identifying and analyzing the dynamics or the results involved. Also, excluding either the Mexican or U.S. factors.

<p><b>Carefully examining the beginnings of this takeover in Texas between 1820 and 1845. Also examining key highlights in the war itself.</b></p>	<p>Tracing how Texas became the trigger of the U.S.-Mexican War; identifying factors favorable to and liabilities in Mexico's war effort, and how their interplay reflects Mexico's internal politics at the time of the war.</p>	<p>In both above cases, tracing and analyzing dynamics and results without naming or identifying specifics.</p>	<p>Listing specifics without tracing dynamics or identifying results; excluding either the start of the war in Texas or the key highlights of the war.</p>
<p><b>Examining and analyzing the aftereffects of the war on Mexico internally and in its position in North America and the world, with special attention on the controversial role of both General Santa Anna and Mexican conservatives in Mexico's defeat.</b></p>	<p>Identifying and examining evidences, possible or actual, of Santa Anna's and the conservatives' double-dealing with the U.S.; examining and analyzing both the traumatic and transformative effects of Mexico's defeat on Mexico's national psyche, economic development, and internal politics.</p>	<p>Identifying double-dealing by Santa Anna <i>or</i> the conservatives; examining <i>either</i> the positive <i>or</i> negative psychological <i>or</i> political effects of the defeat.</p>	<p>Not examining the double-dealing factor behind Mexico's defeat; not examining the defeat's effects on Mexico's future development.</p>