|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Basic Grading Criteria for General Education and (Lower Level) Written Assignments in History** | **1** | **2** | **3** | **4** | **Indicate the points and explanation of how the grade was determined** | **100 pts. or %** |
|  | Unsatisfactory  (D+ or below) | Satisfactory  (C- to C+) | Good  (B- to B+) | Excellent  (A- to A) |  |  |
| **Format and Submission:**  **Paper submission is correctly formatted according to syllabus and assignment instructions on length and word count** | Paper formatted with numerous errors and guidelines not followed; no title page; paper saved with incorrect file name. Length and word count not met  (0 – 6.9 points) | Paper formatted with 3 or more errors; title page missing is two or more required elements; paper saved using incorrect filename. Length and/or word count not met  (7.0 – 7.9 points) | Paper and title page formatted correctly with fewer than 3 errors; saved and submitted with correct filename. Length and word count met    (8.0 – 8.9 points) | Paper and title page are correctly formatted with no errors; saved and submitted with correct filename. Length and word count met.  (9 – 10 points) |  | 10 |
| **Introduction and Thesis Statement:**  **Topic selection and thesis offer clear argument and analysis appropriate for an academic paper** | Topic is considerably too large /narrow for paper length and/or marginally related to the course; no discernible thesis or argument; many logical and factual errors; significant problems with understanding of historical content.  (0 – 13.9 points) | Topic is considerably too large /narrow for paper length and/ or marginally related to the course; thesis or argument is not clear; some logical and historical errors; paper organized more toward chronology than analysis and argument.    (14 – 15.9 points) | Topic is appropriate but too large /narrow for paper length; thesis is clear and argument is supported by facts in most paragraphs; historical context and causality are logically presented in the analysis.  (16 – 17.9 points) | Topic is appropriate for paper length; thesis is focused and argument is fully supported by carefully chosen and weighed facts in each paragraph; evidence of comprehension of historical context and causality.  (18 - 20 points) |  | 20 |
| **Organization and Body of Essay:**  **Organization of the paper ( introductory, supporting, concluding paragraphs) designed to present factual material logically and clearly to the reader** | The paper is not logically organized in paragraphs; ideas fail to make sense and the reader cannot identify a line of reasoning and loses interest; little evidence of coherent organization and use of factual material.  (0 – 17.4 points) | The paper appears to be logically organized, but ideas fail to make sense in paragraph structure and inadequate coverage; the reader is unclear about what the writer intends due to poor organization and major omissions of factual material.  (17.5 – 19.9 points) | The organization of the paper generally supports the purpose or argument in the introduction, body, and conclusion; ideas are usually logically sequenced so that the reader can follow the line of reasoning and use of factual material.  (20.0 – 22.4 points) | The organization of the paper logically supports the purpose or argument in the introduction, body, and conclusion; ideas are logically sequenced from one paragraph to another and clearly linked to each other; the reader can easily follow the line of reasoning.  (22.5 – 25 points) |  | 25 |
| **Historical Analysis:**  **Research demonstrates evidence to support thesis statement and argument made and recognition of historical significance** | No sources are used for research related to thesis; only textbook and/or encyclopedias used; research is not evident in the argument in paper; use of information provides no support for the argument and displays little evidence of analysis; author appears to have gained little or no knowledge about the topic and significance of events.  (0 – 17.4 points) | One source is used demonstrating research related to thesis; textbooks and/or encyclopedias used; research is not evident in the argument in paper; use of information provides partial support for the argument and displays little evidence of analysis; author appears to have gained some knowledge about the topic and significance of events.  (17.5 – 19.9 points) | Two or more sources used demonstrating research related to thesis; no textbooks or encyclopedias used; research is partly incorporated into the argument in paper; use of information provides reasonable support for the argument and displays evidence of analysis; author gained some knowledge about the topic and significance of events.  (20.0 – 22.4 points) | Two or more sources used demonstrating in-depth research related to thesis; no textbooks or encyclopedias used; research clearly incorporated into the argument in paper; use of information clearly supports the argument and shows, in-depth analysis of a significant topic; author gained new knowledge about the topic and significance of events.    (22.5 – 25 points) |  | 25 |
| **Writing Style and Grammar:**  **Writing and grammar demonstrates effective use of language, and punctuation and spelling** | The writing has substantial errors in grammar and style so that the basic ideas are lost; the writing lacks clarity and sentence structure is confusing; errors in spelling are frequent enough to be a major distraction to the reader.  (0 – 6.9 points) | The writing has more than three grammatical and stylistic errors; paper requires additional proofreading, as some errors impede the flow of the reading; sentences are not varied and passive voice is used often. More than three spelling errors.  (7.0 – 7.9 points) | The writing has one to three grammatical and stylistic errors; sentence structure is generally effectively; sentences are varied but awkward at times or passive voice is apparent. No more than three spelling errors  (8.0 – 8.9 points) | The writing is free of grammatical and stylistic errors; sentence structure is used effectively; sentences are varied and precise; prose style is appropriate to the subject. Active voice is apparent. No spelling errors  (9 – 10 points) |  | 10 |
| **Use of Citation and Bibliography:**  **Citations and bibliography credit sources correctly using Chicago/ Turabian or APA or MLA citation rules** | Footnotes/endnotes are not used and /or bibliography is not included in paper.  (0 – 6.9 points) | Footnotes/endnotes are cited and bibliography follows the correct rules for citing sources with more than three errors.  (7.0 – 7.9 points) | Footnotes/endnotes are cited and bibliography follows the correct rules for citing sources with one to three errors.  (7.0 – 7.9 points) | Footnotes/endnotes are correctly cited and bibliography follows the correct rules for citing sources.  (9 – 10 points) |  | 10 |

**Checklist for Basic Grading Criteria for General Education and (Lower Level) Written Assignments in History**

**Format and Submission**

* Is your paper formatted in the proper file format (MSWord .doc or docx or .rtf file)?
* Does your paper include a separate cover page that includes assignment name, student name and student number, course name, professor name, date and institution?
* Is your paper formatted with one inch margins and using New Times Roman 11 or 12 point font?
* Is your file submitted using last name first name course and assignment? Example: **SmithWilliamHIST101ShortPaper**).

**Introduction and Thesis Statement**

* Did you restate question verbatimto be answered before beginning of main essay? You may cut and paste question before introduction.
* Did your essay include an introduction and clear thesis statement at the end of the introduction?

**Organization and Body of essay**

* Is your essay well-organized with topic sentences and supporting detail that reinforces your thesis?
* Did your essay meet narrative word count requirements? Narrative word count is word count without citation and bibliography. **Place word count requirement here.**

**Historical Analysis**

* Did you construct your essay using quality academic sources (specifically book or peer-reviewed sources from our Online Library or other university, governmental, museum, or research websites)? **Place primary and secondary source requirements here.**
* Did you include relevant historical support, including historical examples that reinforce your thesis?
* Did you include chronological context in your essay and include important dates or date spans?

**Writing Style and Grammar**

* Is your essay composed using formal English (no use of slang) and using proper capitalization, grammar and spelling rules?
* Is your essay presented in academic third person (does not use “I”)?
* Did you refrain from using abbreviations and contractions in your analysis (use “do not” instead of “don’t”)?

**Use of Citation and Bibliography**

* Did you consistently follow the citation and bibliographical requirements of one style manual (Chicago or Turabian, MLA, or APA)? If you are familiar with a style, please use that style consistently throughout your essay. Do not switch between styles. History majors are strongly encouraged to use Chicago or Turabian citation as this is a requirement in upper-level courses.
* Did you cite your sources in the narrative of your essay using parenthetical citation or computer-generated footnote/endnote numbering? Remember citation takes place immediately after each use of direct quote and after paraphrasing of information.
* Did you include a separate bibliography with your essay?
* Is the bibliography alphabetized and includes all relevant information depending on source type? Remember accessed date for online sources.