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### Grading Rubric and Standards

On the rubric, I give students a grade and comments for each criteria to give them a sense of their paper's strengths and weaknesses. I base the overall grade on the general standards, listed below. I adopted these standards from Princeton University's history department.

#### Grading Rubric:

	Comments	Grade
Introduction (Title)		
Argument		
Evidence & citations		
Conclusion		
Writing: organization & grammar		
Critical thinking		
Creative and original analysis		

Overall Grade:

#### Grading Criteria:

**Introduction:** Does the essay have a clear introduction that introduces the argument and relates to the essay? A strong introduction clearly states the argument from the outset, introduces relevant background information, and outlines the problem to be discussed in the essay. Avoid the inverted argument introduction!

**Title:** Does the essay have a title that points to an argument?

**Argument:** Does the essay have a clear argument? Is it stated in the introductory paragraph? Is the argument carried throughout the essay? Does each paragraph relate to the argument? Does the topic sentence of each paragraph point to the argument? Does the argument within each paragraph relate to the topic of the paragraph? Does the author offer a counter to the argument?

**Examples:** Does the author use examples from the primary (and if relevant, secondary) literature? Do the examples back up the argument? Does the author analyze the examples?

**Citations:** Did the author cite all ideas taken from secondary literature? Did he/she cite the material properly and consistently? Did the author use footnotes? Note: the footnote number goes at the end of the sentence, after the punctuation and quotation marks. Footnotes should be in a smaller font than your main text and single-spaced.

**Conclusion:** Your conclusion should sum up your argument and main points, and sometimes introduce a new idea.

**Writing:** Does the essay have a clear overall structure? Are individual sentences clear?

**Originality:** Does the essay have a strong argument (something that is controversial or can be argued against)? Is the argument original? Are the examples original? Is the analysis creative?

### **Grading Standards:**

**A or A-** Well written and organized. Shows a clear understanding of the texts (primary and/or secondary) and issues raised in class. Displays a perceptive and well-formulated argument that is supported by carefully chosen evidence. The argument and analysis shows intellectual originality and creativity.

**B+ or B** Demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research.

**B-** Demonstrates a command of the material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.

**C+, C, or C-** A summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate sources, or presents some combination of these problems.

**D** Serious deficiencies or severe flaws in command of the material.

**F** No competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.