**History 1113 – Assignment #2 Marking Sheet**

**Student Name and Number**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_ / 100**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Essay Criteria** | **Excellent (A-, B+)****Level 4** | **Good (B, B-)****Level 3** | **Satisfactory (C+, C, C-)****Level 2** | **Needs Work (D, F)****Level 1** |
| Researched 5 academic sources closely related to the topic**----------- / 16** | All sources are academic. Very strong connections to topic. Highly useful and important sources. | Most sources are academic. Good connection to topic. Somewhat useful and important sources. | Some sources are academic. Limited connection to topic. Limited usefulness and importance. | Sources are not academic. Sources are not appropriate. Sources have no relevance to the topic |
| Clear thesis supported by evidence.Effectiveness of argumentation and analysis**----------- / 16** | Arguments and analysis are highly persuasive and effective. Very strong sense of purpose | Arguments and analysis are persuasive and effective. Strong sense of purpose | Arguments and analysis are developing towards being effective.Some sense of purpose | Arguments and analysis are limited and not effective.Little to no sense of purpose |
| Historical evidence from 10 sources.Use of facts, evidence and supporting examples to answer the question**----------- / 32** | Very strong use of facts, examples and historical evidence. Consistently relates evidence back to the thesis. Great sense of historical context | Strong use of facts, examples and historical evidence. Often relates evidence back to the thesis. Good sense of historical context | Some use of facts, examples and historical evidence. Sometimes relates evidence back to the thesis. Some sense of historical context | Limited to no use of facts, examples and historical evidence. Rarely relates evidence back to the thesis. Limited sense of historical context |
| Paragraph and essay structureSpelling, grammar and punctuation**----------- / 20** | Demonstrates thorough understanding of essay structureHighly effective organization of arguments and ideasVery strong command of English grammar, spelling and mechanics | Demonstrates reasonable understanding of essay structureEffective organization of arguments and ideasStrong command of English grammar, spelling and mechanics | Demonstrates some understanding of essay structureSome (uneven) organization of arguments and ideasSome command of English grammar, spelling and mechanics | Demonstrates limited understanding of essay structureLimited organization of arguments and ideasLimited (if any) command of English grammar, spelling and mechanics |
| Footnotes and bibliography**----------- / 16** | Demonstrates thorough understanding of footnotes and bibliographies | Demonstrates reasonable understanding of footnotes and bibliographies | Demonstrates some understanding of footnotes and bibliographies | Demonstrates little (if any) understanding of footnotes and bibliographies |
| Comments: |  |