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

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

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| **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 structure  Spelling, grammar and punctuation  **----------- / 20** | Demonstrates thorough understanding of essay structure  Highly effective organization of arguments and ideas  Very strong command of English grammar, spelling and mechanics | Demonstrates reasonable understanding of essay structure  Effective organization of arguments and ideas  Strong command of English grammar, spelling and mechanics | Demonstrates some understanding of essay structure  Some (uneven) organization of arguments and ideas  Some command of English grammar, spelling and mechanics | Demonstrates limited understanding of essay structure  Limited organization of arguments and ideas  Limited (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: |  | | | |