

# Grading Rubric for History Department

Below you will find a rough description of papers that would earn each grade. Note that these descriptions are only approximations; a paper does not necessarily have to have *all* the problems listed next to the D grade in order to qualify, but it will generally have one or more. Also remember that some consideration will be given for difficulty level of the assignment and course.

<p><b>A</b></p>	<ul style="list-style-type: none"> <li>• a well composed introduction and thesis statement;</li> <li>• a well organized presentation of the argument;</li> <li>• a good choice of evidence of readings and lectures;</li> <li>• a well written paper largely free of grammatical or spelling errors;</li> <li>• a clearly worded conclusion that fulfills the promise of the thesis statement;</li> <li>• evidence that the student is actively engaged, either by synthesizing the material in an effective way or by evaluating material given to them.</li> </ul>
<p><b>B</b></p>	<ul style="list-style-type: none"> <li>• an effort at an introduction and thesis, though the introduction may lack purpose and the thesis may be vague;</li> <li>• a clear argument, though its presentation may require some work to make it better organized or more effective;</li> <li>• a discussion of material and citation of evidence that is appropriate to argument;</li> <li>• perhaps a number of grammatical and spelling errors;</li> <li>• a conclusion that clearly reflects the readings and lectures;</li> <li>• signs that the student has mastered the basic material, though perhaps has not been actively engaged with it enough to earn an A.</li> </ul>
<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• an inadequate introduction and thesis;</li> <li>• lack of a clear argument;</li> <li>• failure to mention topics clearly relevant to the question;</li> <li>• numerous grammatical and/or spelling errors;</li> <li>• a sketchy conclusion which may not be a completely accurate reflection of the reading and lecture material</li> <li>• evidence that the student has failed to master the basic material, though perhaps has hit many of the important points.</li> <li>• rote statements that seem to fulfill the assignment but do not advance the question or show thoughtful analysis</li> </ul>
<p><b>D</b></p>	<ul style="list-style-type: none"> <li>• a complete lack of introduction or thesis;</li> <li>• no real argument;</li> <li>• material is covered in a disorganized and sketchy fashion at best;</li> <li>• poorly written, with many errors and lots of sloppiness;</li> <li>• evidence that the student has failed tackle the question at hand</li> </ul>
<p><b>F</b></p>	<ul style="list-style-type: none"> <li>• a failure to complete the assignment in any meaningful way, which could mean not even addressing the question at hand, or providing an essay that is just simply wrong in many crucial respects, or is presented at such a level of incompetence that it could earn nothing better than an F.</li> </ul>