

History 152 Grading Rubric

General Grading Standards (taken from UC Davis Teaching Resources Center, <http://trc.ucdavis.edu/trc/papers/assessment/rubrics.pdf>):

A Very good. Detailed understanding of the text; sound organization; few or no mechanical mistakes; clear, unambiguous sentences, perhaps with a touch of elegance. In the best A papers, a lively and intelligent voice seems to speak; it has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully. The thesis of the paper goes beyond what was said in class and the relevance of the topic to the text as a whole is explicit.

B Good. Clear thesis, organization and continuity; probably some minor mechanical errors but no major ones; ideas that are reasonable and anchored in the text. Thought has obviously gone into the paper; it is solid but not striking. Papers with theses that are original but not well-connected to the text in question, or papers that are competent but remain on a surface level of analysis, tend to fall into this range. Work might be needed on stylistic points such as wordiness and unclear transitions.

C Good enough. This grade indicates the acceptable standard for graduation.... A weak, fuzzy thesis and perhaps illogical arguments to support it; a certain amount of confusion about what the text actually says; numerous minor mechanical errors and perhaps some major ones; examples given for their own sake or to prove that the writer has read the text, not to prove a point; organization rambles or disappears; words are misused; proofreading is weak. There are some ideas here, but the writer needs help and work to make them clear to another reader.

D Not good enough. Thesis missing; major mechanical problems; poor organization; serious misreadings of the text; long stretches of plot summary; the paper is much shorter than the assigned length—the writer doesn't really have a point to make.

F The paper is plagiarized in part or in whole, or it shows general weaknesses even graver than those of a D paper.

Demonstrates <i>detailed understanding of text</i> , illustrated with appropriate examples.	1	2	3	4
Offers <i>striking, creative insights</i> and <i>sophisticated critical analysis</i> (explores significance of readings, relating them to themes developed in class, to other class readings, and to larger moral, historical, or contemporary issues in a sophisticated manner; considers competing points of view, raises new questions, carefully considers implications and consequences).	1	2	3	4
Contains a <i>strong, clear, and relevant thesis</i> .	1	2	3	4
Provides <i>strong, specific evidence in defense of thesis</i> , with proper documentation.	1	2	3	4
Communicates ideas <i>clearly and eloquently</i> (avoiding poor word choice, wordiness, vague pronouns, etc.).	1	2	3	4
<i>Organized in a logical fashion</i> , with clear transitions.	1	2	3	4

Contains a <i>compelling</i> introduction and conclusion, and an interesting/informative title.	1	2	3	4
Contains <i>no mechanical errors</i> (typos, incomplete sentences, run-on sentences, inconsistent verb tense, etc.). Pages are numbered.	1	2	3	4

1 = Unsatisfactory; 2 = Needs substantial improvement; 3 = Satisfactory; 4 = Excellent

V. Grading Criteria for HIST 151 Short Papers

Offers and supports an argument.	4	3	2	1
_ The argument offers a direct response to the question.				
_ Demonstrates a thoughtful reading of the text(s)				
_ Evidence from the text is presented clearly and supports the argument.				
Correctly incorporates source material into text.	4	3	2	1
_ Uses summaries, paraphrasing, and/or direct quotations.				
_ Quotations are introduced and placed within text in grammatically correct manner.				
_ Quotations are properly cited (cite page number in parentheses).				
Organizes paper into cohesive, thematic paragraphs.	4	3	2	1
_ Paper has an introduction and conclusion.				
_ Paragraphs have topic sentences				
_ Paragraphs are well organized				
Uses transitional phrases and clauses to move paper smoothly from topic to topic.	4	3	2	1
Uses correct punctuation, spelling, and grammar.	4	3	2	1