

Worksheet for Evaluating Term Papers, Book Reviews, and Other Research and Writing Assignments

Student's name		Date	
Course	Instructor's name		
Paper title			

	quality of the research and historical analysis demonstrated in the assignment (approximately 60%)
	quality of the writing skills demonstrated in the written report, including organization, grammatical correctness, spelling accuracy and other measures of literary quality (approximately 20%)
	quality of the documentation of evidence including uses of acceptable style and adequate identification of the source of all ideas and factual information (approximately 20%).
Total	A-90-100 B-80-89 C-70-79 D-60-69 F-59 and below

Check each thematic standard addressed in the exercise being evaluated.

1.1 Culture and Cultural Diversity			1.6 Power, Authority, and Governance	
1.2 Time, Continuity, and Change			1.7 Production, Distribution, and Consumption	
1.3 People, Places, and Environment			1.8 Science, Technology, and Society	
1.4 Individual Development and Identity			1.9 Global Connections	
1.5 Individuals, Groups, and Institutions			1.10 Civic Ideals and Practices	

Instructor's Signature	Letter grade
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Written comments (continue on a separate sheet, if necessary):

Rubric: Term papers, reports, book reviews, etc.

Out-of-Class assignments in the Department of History are evaluated on the basis of three related elements:

- 1) quality of the research and historical analysis demonstrated in the assignment (approximately 60%)
- 2) quality of the writing skills demonstrated in the written report, including organization, grammatical correctness, spelling accuracy and other measures of literary quality (approximately 20%)
- 3) quality of the documentation of evidence including uses of acceptable style and adequate identification of the source of all ideas and factual information (approximately 20%).

Note: the use of the term “approximately” is intended to allow for instructor judgement in the unusual instance of a student’s work reflecting exceptional merit in one or more areas of the three criteria above while at the same time demonstrating exceptional weakness in one area

All such assignments shall be evaluated according to the grading scale below and employing the rubric which follows. (Assignment of grades within individual classes may follow instructor preference as to letter grades or a predefined numerical equivalent.)

- A Excellent
- B Above Average
- C Average
- D Below Average and unacceptable
- F Failure

Rubrics used to assign each of these grades are described and explained below. Students performing at the level indicated should have:

A-level demonstrated a thorough knowledge of the historical period or subject covered, a superior ability to analyze historical developments and reach reasoned judgments, and a comprehensive grasp of attitudes, values, and standards for the period studied. demonstrated a superior ability to conduct historical research, and reach sound historical conclusions displayed a high level of accomplishment in writing skills, including organization, grammar, spelling, and other measures of literary quality demonstrated an outstanding ability to document the source of ideas and information using acceptable style and historical standards of evidence

B-level demonstrated a good knowledge of the historical

period or subject covered, an above average ability to analyze historical developments and reach reasoned judgments, and a firm grasp of attitudes, values, and standards for the period studied.

demonstrated a solid ability to conduct historical research, and reach sound historical conclusions

displayed an above average level of accomplishment in writing skills, including organization, grammar, spelling, and other measures of literary quality

demonstrated a good ability to document the source of ideas and information using acceptable style and historical standards of evidence

C-level demonstrated a knowledge of the historical period or subject covered, an average ability to analyze historical developments and reach reasoned judgments, and a beginning grasp of attitudes, values, and standards for the period studied.

demonstrated an average ability to conduct historical research, and reach sound historical conclusions

displayed an acceptable beginning level of accomplishment in writing skills, including organization, grammar, spelling, and other measures of literary quality

demonstrated an acceptable beginning ability to document the source of ideas and information using acceptable style and historical standards of evidence

D/F-level demonstrated a below average knowledge of the historical period or subject covered, a weak ability to analyze historical developments and reach reasoned judgments, and little grasp of attitudes, values, and standards for the period studied.

demonstrated a below average ability to conduct historical research, reach sound historical conclusions

displayed a low level of accomplishment in writing skills, including organization, grammar, spelling, and other measures of literary quality

demonstrated notable weakness in ability to document the source of ideas and information using acceptable style and historical standards of evidence

The difference between D and F grades is a matter of degree. In neither case did the instructor feel the student developed sufficient proficiency to teach the information and skills at the secondary level.