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| --- | --- | --- | --- | --- | --- | --- |
| **Components** | **Failing** **F** | **Deficient****D/D+** | **Unacceptable****C-/C / C+** | **Acceptable****B- / B** | **Very Good****B+ / A-** | **Excellent****A** |
| **Overall Paper Presentation:** Evaluates grammar, spelling, clarity of prose, and citation style, as well as sentence and paragraph structure, flow, transitions, and organization. 25 % | * Paper is impossible to read because of spelling and grammar errors
* Sentences and paragraphs are not present
* Plagiarism is present
* Paper is extremely disorganized
* Paper uses disrespectful, abusive, threatening, or other inappropriate language
 | * Constant errors in spelling or punctuation that make the paper nearly impossible to read
* Sentence structure is sloppy and unreadable
* No citations present, or paper demonstrates incorrect understanding of how citations work
* Very unclear presentation of concepts
* Few/no transitions
* Very disorganized presentation
* Constant use of cliché, colloquialism, or informal language
 | * many errors in spelling or punctuation
* sentence structure showing carelessness
* incorrect citation style
* unclear presentation of concepts
* few organizational cues
* unclear transitions
* disorganized presentation
* overuse of clichés, idioms and colloquialisms
 | * several errors in spelling or punctuation
* sentence structure needs improving
* poor citation style
* unclear transitions and sequencing
* organizational cues, transitions, and presentation acceptable, but could improve
* some use of jargon, clichés, idioms and colloquialisms
 | * one or two overlooked errors in spelling and punctuation
* sentence structure could improve
* few mistakes in citation style
* smooth transitions
* lacking 1 or 2 organizational cues, but overall paper is well organized
* 1 or 2 uses of jargon, clichés, idioms and colloquialisms
 | * one or no errors in spelling and punctuation
* excellent sentence structure
* one or no mistakes in citation style
* helpful organizational cues
* excellent transitions
* well organized
* 1 or no uses of jargon, clichés, idioms and colloquialisms
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| **Engagement with** **Primary Sources:**Does the paper use the sources effectively in answering the questions mentioned in the prompt35% | * Paper does not engage any relevant sources
* Paper does not address the prompt or course material
 | * Peripheral engagement with primary sources
* Paper presents primary material from another class or an incorrect historical period
* Paper engages sources neither mentioned in the prompt nor relevant to the prompt
 | * Little mention of primary sources
* lacking reflection on or engagement with sources
* engagement with sources not relevant to the prompt
 | * some reflection on and engagement with sources
* reflection and engagement do not always relate back to or support the larger argument or thesis
* no use of quotations or summaries of sources
* engagement with sources attempts to develop a larger argument, but falls short of supporting the argument
 | * use of quotations and summaries of sources, but they need more explanation
* thoughtful and consistent reflection, but does not always relate reflection back to thesis and/or argument
* clear presentation of concepts, but lacks understanding of some sources
* engagement with sources develops a larger argument, but argument is unclear at times
 | * multiple, appropriate, and well-explained quotations or summaries
* robust engagement with primary sources and thoughtful, relevant reflection
* reflection relates to the thesis and argument
* engagement with sources develops and supports a larger argument throughout the paper
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| **Development of a Thesis Statement and Argument:**Is there a clear thesis statement? Does the argument of the paper support the thesis? Does the thesis/argument answer the questions mentioned in the prompt?40% | * No argument is present in the paper
* An argument is present, but it is of a disrespectful, threatening, abusive, or otherwise inappropriate nature
* The paper’s thesis is irrelevant to this course
* Answers questions irrelevant to this course
 | * No introduction/overview
* No thesis present or thesis is impossible to identify
* Argument relies mostly on vague generalizations or personal opinions instead of historical evidence
* Illogical argument or very little argument
* Answers questions only somewhat relevant to this course
 | * no overview / introduction
* no thesis statement
* presentation of opinion or thesis statement without evidentiary support
* illogical, or no argument
* no conclusion
* does not answer the questions in the prompt
 | * concise overview with simple thesis
* argument supported by some evidence but with unclear sequencing
* argument does not always support or relate back to the thesis statement
* lacking helpful conclusion
 | * clear, but obvious, thesis statement
* Presents a strong argument but one that needs more nuance or is slightly unconvincing
* thesis statement supported in argument
* argument supported by engagement with primary resources
* clearly sequenced steps leading to clear conclusion
* logical argument, but lacks creativity
* Thesis and argument may be stronger in conclusion than introduction and paper body
 | * strong introduction with overview of paper
* provocative/insightful and clear thesis
* argument strongly and persuasively supports thesis
* argument supported throughout paper by engagement with sources
* clear sequencing
* logical evidentiary support
* asks innovative questions and answers them creatively
* strong conclusion
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**Special Note Regarding Paper Length:**

The paper length for this assignment is 675-850 words.
Papers will lose 10% to the overall grade *for every 70 words* they are too long or too short.
E.g. a paper of 650 words (25 words too short) that had otherwise obtained a perfect score will receive 90% (A-) as a final grade. A paper of 964 words (139 words too long) that had otherwise earned a grade of 88% will receive a final grade of 68%.

**Paper Grade Challenges:**

If you feel that the grade you have received is *unfair* (not just a grade you are unhappy with, but one that is fundamentally unjust or inaccurate in its appraisal of your work), you should take the following steps to appeal. Failure to follow the steps precisely will result in dismissal of the student’s challenge.

1) Wait 24 hours after grades have been released before you do anything.

2) After the 24 hours have elapsed, inform your preceptor in a courteous and professional email that you intend to challenge your grade. Provide at least 2 reasonable justifications for re-evaluation of the paper. Inform your preceptor that you acknowledge the fact that your grade could increase or decrease as a result of this investigation.

3) Upon receipt of your email, the preceptor will agree to re-examine your paper and will return it to you within 48 hours.

4) After going through the initial review process of steps 1-3, if you still believe the grade you have received is unfair, inform your preceptor of this in a second courteous, respectful, and professional email. Your preceptor will acknowledge she/he has received this email, and will send your paper along with the original grading evaluation to the head preceptor.
If your preceptor is the head preceptor, your paper will go out to another preceptor for review. The head preceptor (or outside reader) may either confirm the initial grade or recommend an adjustment.

5) Having gone through steps 1-4, if you still believe the grade you have received is unfair, contact the head preceptor. The head preceptor will request that Dr. Winner examine your assignment along with all previous grading evaluations. Dr. Winner will determine a final grade for the paper.

**Final Disclaimer:**

This rubric should in no way be considered a weapon you can use against your preceptors or the professor of this class. Your grade ultimately comes down to the judgment of your preceptor and the professor. We are all human beings and capable of making mistakes. Just as we assume you have completed the assignment in good faith until proven otherwise, please also give us the benefit of the doubt and assume that we have been fair in determining the grade for your paper until you are proven otherwise.