

History Essay Criteria	Excellent (3)	Good (2)	Satisfactory (1)
<p><b>THE PROCESS</b> The process is divided into several steps. Fulfill each step and earn marks as you go, e.g. conducting research, getting</p>	<p>Student made exemplary use of a research document during the research stage.</p> <p>Student asked for teacher assistance during the process of researching and writing.</p> <p>Student demonstrated exemplary focus during the process of writing.</p> <p>Student submitted the essay on or before the deadline.</p>	<p>Student used a research document during the research stage.</p> <p>Student demonstrated some focus during the process of writing.</p>	<p>Student did not make demonstrated use of a research document.</p> <p>Student did not ask for teacher assistance during the process of researching and writing.</p> <p>Student was frequently distracted (or distracting) during the process of writing.</p> <p>Student submitted the essay late.</p>
<p><b>FOOTNOTES &amp; TECHNICAL ELEMENTS</b> Minimum standards for the formatting of footnotes, title and bibliography pages must be met.</p>	<p>Student made use of one paper text.</p> <p>Essay completed in fewer than the minimum word count <i>while</i> not suffering in any way, e.g. lack of detail, unsupported arguments, poor quality conclusion.</p> <p>Student incorporated <i>and</i> properly formatted both a title and bibliography page.</p> <p>Student incorporated <i>and</i> properly formatted footnotes according to Chicago Style.</p>	<p>Student made use of high quality websites.</p> <p>Essay completed within the minimum and maximum word count.</p> <p>Student incorporated <i>but</i> did not properly format a title or bibliography page.</p> <p>Student incorporated footnotes.</p>	<p>Student used only poor quality websites.</p> <p>The essay did not meet the minimum or exceeded the maximum word count.</p> <p>Student did not include one or the other of a title or bibliography page.</p> <p>Student did not incorporate any footnotes.</p>
<p><b>QUALITY OF ARGUMENTS</b> Essays stand or fall on the basis of how effectively arguments are supported by evidence and logic.</p>	<p>Student <i>expertly</i> defends arguments by appealing to relevant events, persons, etc. and/or valid logic.</p> <p>Essay does not suffer from a single instance of pronoun ambiguity, word choice, or logic.</p>	<p>Student <i>capably</i> defends arguments by appealing to relevant events, persons, etc. and/or valid logic.</p> <p>Essay suffers from a combination of three or fewer issues related to pronoun ambiguity, word choice, or logic.</p>	<p>Student <i>struggles</i> to defend arguments due to issues with clarity, relevance, coherence and logic.</p> <p>Essay suffers from four or more issues related to pronoun ambiguity, word choice, or logic.</p>
<p><b>QUALITY OF WRITING</b> Writing quality is determined by entailment (e.g. transitions, flow), essay organization, and whether or not the thesis and conclusion agree.</p>	<p>Student <i>expertly</i> entails ideas, sentences, and paragraphs with one another.</p> <p>Essay is expertly organized.</p> <p>The essay's thesis and concluding paragraphs <i>strongly</i> agree.</p> <p>Essay does not suffer from a single grammatical and/or spelling error.</p>	<p>Student <i>competently</i> entails ideas, sentences, and paragraphs with one another.</p> <p>Essay is well-organized.</p> <p>The essay's thesis and concluding paragraphs <i>functionally</i> agree.</p> <p>Essay suffers from four or fewer grammatical and/or spelling errors.</p>	<p>Student <i>consistently struggles</i> entailing ideas, sentences, and paragraphs with one another.</p> <p>Essay is poorly organized.</p> <p>The essay's thesis and concluding paragraphs <i>do not</i> agree.</p> <p>Essay suffers from five or more grammatical and/or spelling errors.</p>