

Department of Classics & Archaeology Grading Standards for Research Paper

	“A” Paper	“B” Paper	“C” Paper	“D” Paper
CLARITY AND INTENTION	Original thought or approach. Demonstrates a clear intention that is responsive to the assigned task. Contextualizes the topic or texts to be analyzed.	Demonstrates an adequate focus on assigned task. Argument is fairly obvious, clear, and concise.	Demonstrates an attempt to answer assigned task, but is vague and is made of statements rather than arguments.	Demonstrates minimal attention to the assigned task. Paper makes no argument and has no direction.
CONTENT DEVELOPMENT	Content explores complex ideas that are used to shape compelling work. Provides ample evidence to support arguments. Employs logical and smooth writing.	Content demonstrates consideration of new ideas that are used to shape solid work. Provides some, but not enough, evidence to support main point. Somewhat logical, but at times wanders.	Content demonstrates attention to simple ideas that are evident in the work. Student did not master the material due to shallow researching and careless reading. Difficult to follow, full of digressions.	Content demonstrates consideration of simple ideas that are evident in some elements of the paper. Thoughts are unclear and unconnected.
STRUCTURE AND ORGANIZATION	Careful statement of thesis. Strong topic sentences and paragraph connections. Compelling conclusion organically following from the earlier ideas expanded in the paper	Contextualizes the topic and text to be analyzed. Uneven in paragraph construction and connections. Conclusion does not support thesis very well.	Paper does not provide context. Paragraphs do not have topic sentences and are randomly organized. Conclusion is weak and hastily added at the end of the paper.	There is no opening paragraph or thesis. Paragraphs and sentences are disjointed. No conclusion.
RESEARCH AND USE OF SOURCES	Skillfully uses at least <u>five</u> scholarly relevant secondary sources that do not always agree and cites primary sources as evidence to support well developed ideas.	Competently uses at least <u>five</u> relevant scholarly sources that all agree with each other and cites primary sources as evidence to support well-developed ideas	Uses less than <u>five</u> scholarly sources that all agree with each other. Sources sometimes are not relevant. Often relies on personal assumptions not based on evidence.	Attempts to use some sources and evidence to support ideas, but mostly relies on personal assumptions.
LANGUAGE AND FORMATTING	Careful editing; Proper margins, spacing, footnoting, quotations, pagination and bibliographical citations using Chicago Manual of Style (CMS). Flawless spelling, grammar, typography and punctuation. Respects required length specified in assignment.	Some spelling and grammatical errors. Less than five errors in CMS footnoting and bibliography. Respects required length specified in assignment.	Use of slang, colloquial expressions or other informal speech. Many spelling and grammatical errors. More than five CMS errors for footnoting and bibliography. Length of paper is up to two pages over or less than specified in assignment.	Length of paper is significantly shorter than required in the assignment. Language is informal, not respecting the standards of an academic paper. Numerous spelling, grammatical, and typographical errors.

