

**Sir John A. Macdonald Secondary School
History Department Seminar Marking Rubric**

CHY 4UI

Name(s): _____

Topic: _____

<i>Categories</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below Level</i>
Knowledge and Understanding	30 29 28 27 26 25 24	23 22 21	20 19 18	17 16 15	14 12 10 8 6 4 2 0
<i>Content</i> /30	-all facts presented and supported by appropriate evidence -all facts are relevant; detailed; accurate	-many facts presented and supported by appropriate evidence -many facts are relevant; detailed; accurate	some facts presented and supported by appropriate evidence -some facts are relevant; detailed; accurate	-few facts presented and supported by appropriate evidence -few facts are relevant; detailed; accurate	-facts are not presented and supported by appropriate evidence -facts are not relevant; detailed; accurate
<i>Handout</i> /10	10 9 8	7	6	5	4 3 2 1 0
	-excellent overview of presentation -thesis is clear and supported -reading list is supplied	-good overview of presentation -thesis is fairly clear and supported -reading list is supplied	-decent overview of presentation -thesis is somewhat clear and supported -reading list is not supplied	-poor overview of presentation -thesis is not clear and supported -reading list has not supplied	-no overview of presentation -no thesis -reading list is not supplied -handout not supplied to class on time

Thinking and Inquiry <i>Analysis</i> /30	30 29 28 27 26 25 24	23 22 21	20 19 18	17 16 15	14 12 10 8 6 4 2 0
	-thesis is clear and concise -seminar is convincing (thesis has been proven) -seminar shows a logical progression of thought -extensive research evident	-thesis is fairly clear and concise -seminar is fairly convincing (thesis has been supported) -seminar shows a fairly logical progression of thought -good research evident	-thesis is somewhat clear and concise -seminar is somewhat convincing (thesis has been somewhat supported) -seminar shows a somewhat logical progression of thought -some research evident	-thesis is rarely clear and concise -seminar is rarely convincing (thesis has rarely been supported) -seminar rarely shows a logical progression of thought -little research evident	-no thesis -seminar is not convincing -seminar does not show a logical progression of thought -no research evident
<i>Annotated Bibliography</i> /10	10 9 8	7	6	5	4 3 2 1 0
	-no formatting errors -all annotations are complete and insightful -all resources are appropriate -minimum number exceeded	-few formatting errors -most annotations are complete and insightful -most resources are appropriate -minimum number met	-some formatting errors -some annotations are complete and insightful -some resources are appropriate -minimum number met	-many formatting errors -few annotations are complete and insightful -few resources are appropriate -minimum number not met	-many formatting errors -annotations are not complete and insightful -resources are not appropriate -annotated bibliography not handed in

Communication /20	20 19 18 17 16	15	14	13	12	11	10	8 6 4 2 0
	-voice loud and clear -confident and articulate -consistent eye contact with audience -professional demeanour (posture, dress, incorporates a-v)	-voice fairly loud and clear -fairly confident and articulate - fairly consistent eye contact with audience -fairly professional demeanour (posture, dress, a-v)	-voice somewhat loud and clear -somewhat confident and articulate - somewhat consistent eye contact with audience -somewhat professional demeanour (posture, dress, a-v)	-voice difficult to hear and/or not clear -lack of confidence and articulation -little consistent eye contact with audience -lacks a professional demeanour (posture, dress, a-v)	-voice inaudible -low of confidence and inarticulation -read seminar word for word -no professionalism demonstrated (posture and dress)			

TOTAL

/100

**Sir John A. Macdonald Secondary School
History Department Essay Marking Rubric**

CHY 4UI

Name(s): _____

Topic: _____

<i>Categories</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below Level</i>
Knowledge and Understanding <i>/30</i>	30 29 28 27 26 25 24 -all points are supported with facts -all facts are relevant; detailed; accurate	23 22 21 - many points are supported with facts -many facts are relevant; detailed; accurate	20 19 18 -some points are supported with facts -some facts are relevant; detailed; accurate	17 16 15 -few points are supported with facts -few facts are relevant; detailed; accurate	14 12 10 8 6 4 2 0 -points are not supported with facts -facts not relevant; detailed; accurate
Thinking and Inquiry <i>Style /15</i>	15 14 13 12 -thesis is clear and concise -essay is convincing -essay convincingly shows a logical progression of thought	11 -thesis is fairly clear and concise -essay is fairly convincing -essay fairly shows a logical progression of thought	10 9 -thesis is somewhat clear and concise -essay is somewhat convincing -essay somewhat shows a logical progression of thought	8 -thesis is rarely clear and concise -essay is rarely convincing -essay rarely shows a logical progression of thought	7 6 5 4 3 2 1 0 -no thesis evident -essay is not convincing -essay does not show a logical progression of thought

<p><i>Analysis</i> /30</p>	<p>30 29 28 27 26 25 24</p> <p>-impact on History is convincing</p>	<p>23 22 21</p> <p>-impact on History is fairly convincing</p>	<p>20 19 18</p> <p>-impact on history is somewhat convincing</p>	<p>17 16 15</p> <p>-impact on history is rarely convincing</p>	<p>14 12 10 8 6 4 2 0</p> <p>-impact on history is not convincing</p>
<p><i>Resources/Citations</i> /10</p>	<p>10 9 8</p> <p>-no formatting errors -all citations are complete -all resources are appropriate -minimum number exceeded</p>	<p>7</p> <p>-few formatting errors -most citations are complete -most resources are appropriate -minimum number met</p>	<p>6</p> <p>-some formatting errors -some citations are complete -some resources are appropriate -minimum number met</p>	<p>5</p> <p>-many formatting errors -few citations are complete -few resources are appropriate -minimum number not met</p>	<p>4 3 2 1 0</p> <p>-many formatting errors -citations are not complete -resources are not appropriate -minimum number not met or works cited list not handed in</p>

Communication /15	15 14 13 12	11	10	9	8	7 6 5 4 3 2 1 0
	-masterful use of language: sentence structure, vocabulary, tone, transition, grammar, spelling	-effective use of language: sentence structure, vocabulary, tone, transition, grammar, spelling	-some control of language: sentence structure, vocabulary, tone, transition, grammar, spelling		-little control of language: sentence structure, vocabulary, tone, transition, grammar, spelling	-no control of language: sentence structure, vocabulary, tone, transition, grammar, spelling

TOTAL

/100