

**CATEGORY WRITTEN PAPER – MEDIEVAL FINAL****Bourdier**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>VOCABULARY GRAMMAR 20%</b>	Appropriately uses correct and academic vocabulary with a high degree of effectiveness High grammar proficiency, awareness of grammar rules.	Appropriately uses correct academic vocabulary with some effectiveness uses correct grammar most of the time	Sometimes appropriately uses correct vocabulary and grammar	Rarely uses or does not appropriately use correct vocabulary and grammar.
<b>DELIVERY 10%</b>	Student has worked on their paper so that their paper respects the required format (as on the model). Each part of the paper (titre, question, spacialisation, annonce du sujet, problématique, etc.) is properly labelled and in order. Student is using the printed format (font, double spacing...). The format of the quotes and footnote respect the required instructions.	The paper almost respects the required format defined in the instructions.	Student has not presented their paper properly, it is lacking some format and it follows inconsistently the instructions.	Student does not respect the format and has obviously not read the instructions.
<b>CRITICAL THINKING 70%</b>	The presentation shows considerable critical thinking and inventiveness. The content and ideas are presented in a unique and interesting way.  Evidence is selected and used to investigate a point of view.	The presentation is mostly critical	The presentation is somehow critical.	The presentation shows no critical thinking. Mostly descriptive.
Student shows a comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.				

<b>CRITICAL THINKING</b> <b>70%</b> Detail	Student shows a comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	The presentation is mostly critical	The presentation is somehow critical.	The presentation shows no critical thinking. Mostly descriptive.
Issue to be considered critically is: 15%	stated clearly and described comprehensively. All relevant information necessary for full understanding are delivered.	mostly stated and described. The comprehension is not seriously impeded by omissions.	stated and described but leaves some terms undefined, ambiguity unexplored, background unknown, boundaries undetermined	Stated without clarification
Information and <b>evidence</b> is taken from sources: 10%	with interpretation /evaluation to develop a comprehensive analysis or synthesis. Viewpoint s of experts are questioned thoroughly.	with interpretation to develop an analysis or synthesis. Viewpoint s of experts are subject of questioning	with some interpretation but not enough to develop a coherent analysis. Viewpoint of experts are taken as mostly fact with little questioning.	Without interpretation. Viewpoint of experts are taken as fact
Influence of context and assumptions 10%	Thoroughly systematically and methodically analyze assumptions and carefully evaluate the relevance of context.	Identifies own and other's assumptions and several context.	Question some assumptions, identifies several contexts.	Shows an emerging awareness of assumptions, begins to identify some context.
Student's position <b>Perspective, thesis, hypothesis</b> Specific position: 15%	is imaginative, taking to account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized with position.	takes into account the complexities of an issue. Others' points of view are acknowledge.	acknowledges different sides of an issue	is stated but is simplistic and obvious.
Conclusion and related outcomes: <b>Implications and consequences</b> 20%	are logical and reflect student's informed evaluation and ability to place evidence and perspective discussed in priority order.	Are identified clearly and logically tied to range of information, including opposing viewpoints.	are logically tied to information because information is chosen to fit the desired conclusion, some related outcomes are identified.	are inconsistent and oversimplified.