

Introduction and Thesis Statement

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|---|---|---|---|---|
| Explains problem to be addressed; provides necessary background; ends with contestable thesis statement; thesis answers question | | | Problem statement missing; problem poorly focused; thesis unclear, not contestable, and/or does not fully answer question | | | | Paper begins without context or background; paper lacks thesis statement; reader confused about what writer is attempting to do | | | |

Quality of ideas and argument

| 20 | 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 |
|---|----|----|---|----|----|---|--|---|---|---|
| Strong insights; remains focused on question; effectively links course materials to question; good historical reasoning | | | Some good insights; loses focus on question or gaps in argument; connections between question and course materials vague; unsupported generalizations | | | | Fails to adequately answer question; contains no clear argument; descriptive rather than analytical; tends to summarize course materials | | | |

Use of evidence

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|--|---|---|---|
| Excellent use of different course materials to support argument; effectively provides relevant examples, evidence, and appropriate quotes | | | Uneven use of evidence and examples; evidence not always directly relevant; over-reliance on a single source; significance of quotes not readily apparent | | | | Lack of evidence and examples; evidence, if provided, not related to overall argument; limited reference to course materials | | | |

Organization and Clarity

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|
| Clear, well-organized paper; paragraphs begin with topic sentences related to thesis; topic sentences fully developed in each paragraph; paper flows logically, reader doesn't get lost | | | Generally sound organization; some topic sentences strong, others weak; some paragraphs not fully developed; reader occasionally confused by awkward organization, unclear sentences, fuzzy ideas | | | | Poor organization, lacks clarity; paper not organized around coherent paragraphs; paragraphs lack topic sentences; prose is hard to follow and understand | | | |

Editing and Manuscript Form

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|---|---|---|---|---|
| Flawless paper, or an occasional minor error. Looks like a professional paper; notes follow assigned format; contains an academic title. | | | Distractions due to spelling, punctuation, grammar errors; writer seems a bit careless. Varies from assigned style and format in a few ways; contains non-academic title. | | | | Paper seriously marred by mistakes in grammar, spelling, and punctuation; lack of editing. Paper does not follow assigned style and format; papers lacks a title. | | | |