

STUDENT NAME: \_\_\_\_\_

ESSAY 1: 10 9 8 7 6 F

ESSAY 2: 10 9 8 7 6 F

**Dr. Y's Grading Rubric.** This essay exam grading rubric is to inform the student about where they are in their quest to become a better "history thinking machine." These standards coupled with the work of others in this same course have established the basis of evaluation that is applied to everyone. 1-marks below designate the comments relevant to your first essay; 2 designate comments relevant to your second essay. It is **NOT NECESSARY TO EXCEL IN EVERY CATEGORY** below to score well; what serves to largely determine the grade are the main demonstrated strengths contrasted with the weaknesses. If something here is not clear, then please see me with your question(s) & bring along your bluebook & this form because the same standards apply to the remaining work.

FORM / STYLE FOR AN ARGUMENTATIVE ESSAY:					
Written pages	Bluebook quantity (S: 4/5/6 L: 3/4/5): <input type="checkbox"/> Poor <input type="checkbox"/> Good <input type="checkbox"/> Better <input type="checkbox"/> Best		<input type="checkbox"/> Your handwriting is tough to read.	<input type="checkbox"/> Single lines/leave margins/front&back	<input type="checkbox"/> Please use pen
Introduction (Thesis)	<input type="checkbox"/> Excellent, innovative thesis statement; good intro of sources	<input type="checkbox"/> Clear thesis; general historical context; with source intros.	<input type="checkbox"/> Adequate restatement; intro brief &/or vague; little/no source introduction	<input type="checkbox"/> Inadequate restatement; little &/or no context for reader; abrupt assertion.	<input type="checkbox"/> No real thesis; topic discussion.
Organization I (Logic)	<input type="checkbox"/> Fine logic with a consistent focus; all conclusions linked to the thesis.	<input type="checkbox"/> Adequate logic; most points are well connected with the thesis.	<input type="checkbox"/> Adequate logic but several points are left vague in relation to the thesis.	<input type="checkbox"/> Inconsistent logic; mostly unclear/unconnected conclusions.	<input type="checkbox"/> Inadequate; only a list of facts.
Organization II (Paragraphs)	<input type="checkbox"/> Excellent with fully developed topic sentences & transitions.	<input type="checkbox"/> Adequate with some topic sentences well developed &/or well transitioned.	<input type="checkbox"/> Inadequate; lacks some proper transitions; weak topic sentences.	<input type="checkbox"/> Inadequate; paragraphs are too long/short; better organize thinking.	<input type="checkbox"/> Needs serious review of this.
Conclusion (Summation)	<input type="checkbox"/> Beyond thesis restatement to offer larger significance of the topic.	<input type="checkbox"/> Satisfied with a restatement of the thesis statement; adequate summary.	<input type="checkbox"/> Conclusion doesn't reconnect with the thesis; weak &/or no summation.	<input type="checkbox"/> Conclusion introduces new points that are not adequately developed.	<input type="checkbox"/> No conclusion provided.
Audience (College reader)	<input type="checkbox"/> Excellent tone & style for a college level audience not specifically acquainted with the subject.	<input type="checkbox"/> Good tone & style for a college level audience; concepts & sources are well introduced and explained.	<input type="checkbox"/> Adequate introduction of most points and sources; some need to be better introduced and explained.	<input type="checkbox"/> Inadequate introduction of concepts & outside sources; too much assumed knowledge.	<input type="checkbox"/> Inadequate; outside reader can't really follow.
Evidence vs. Assertion	<input type="checkbox"/> Excellent, varied choices with substantial points to affirm assertions.	<input type="checkbox"/> Generally adequate; most assertions are sustained by evidence.	<input type="checkbox"/> Inconsistent; requires more consistent use of evidence.	<input type="checkbox"/> Prone to argue by assertion w/o evidence; relies on just giving answers.	<input type="checkbox"/> Incorrect use of evidence.
English mechanics	<input type="checkbox"/> Few/no grammatical &/or punctuation &/or spelling errors.	<input type="checkbox"/> Distracting grammatical errors; you should work on this.	<input type="checkbox"/> Distracting punctuation errors; you should work on this.	<input type="checkbox"/> Distracting spelling errors; you should work on this.	<input type="checkbox"/> Avoid slang in formal papers
CONTENT / SUBSTANCE FOR AN ARGUMENTATIVE ESSAY:					
Peripheral vision	<input type="checkbox"/> Demonstrates good thinking "outside the box" (links other topics); demonstration of 2+ sides.	<input type="checkbox"/> Little &/or inadequate demonstration of connection with other course topics; adequate demonstration of 2+ sides	<input type="checkbox"/> Flawed demonstration of connection with other topics or issues; inadequate demonstration of views.	<input type="checkbox"/> Responds more to another topic/question than what was chosen; one-dimensional argument	<input type="checkbox"/> No thinking "outside the box". <input type="checkbox"/> Only one side
History Tools	<input type="checkbox"/> Excellent introduction & usage	<input type="checkbox"/> Some good usage of history tools	<input type="checkbox"/> Mentioned; weak intro. & usage	<input type="checkbox"/> No mention of history tools	<input type="checkbox"/> Incorrect usage
Sources "Supplement"	<input type="checkbox"/> Comprehensive, well-chosen & introduced sources; abundant & accurate specifics.	<input type="checkbox"/> Some supplemental reading points & authors are satisfactorily chosen & introduced; limited effectiveness.	<input type="checkbox"/> No reference to the assigned reading; authors not &/or poorly introduced; only lecture points covered.	<input type="checkbox"/> Incorrect use of reading sources from either lecture or student's own reading to supplement lecture points.	<input type="checkbox"/> No evidence student is doing the reading.
Thoroughness	<input type="checkbox"/> Covers all major areas substantially; good balance	<input type="checkbox"/> Covers all areas of prompt; may give more attention to one area than another	<input type="checkbox"/> Left out some significant content to buttress the thesis	<input type="checkbox"/> Covers only portions of the prompt; does not complete all tasks	<input type="checkbox"/> Does not address prompt
"Detective" (Historical accuracy)	<input type="checkbox"/> Excellent demonstration of the major lecture points; virtually error-free; shows excellent preparation.	<input type="checkbox"/> Good restatement of the major lecture points with some well developed; good preparation; minor historical errors.	<input type="checkbox"/> Adequate restatement of lecture points but little/ no development; minimum prep; historical errors.	<input type="checkbox"/> Inadequate &/or incorrect demonstration of main lecture points; poor preparation; major historical errors	<input type="checkbox"/> Far too limited demonstration of lecture points.
"Philosopher" (Inquiry, subtext, etc.)	<input type="checkbox"/> Fine inclusion of lecture inquiry points plus reveals insights (analysis) beyond class notes; sees subtext.	<input type="checkbox"/> Adequate inclusion of lecture inquiry points but little original insight revealed; reading is only partially analyzed.	<input type="checkbox"/> Inadequate; long on summarizing points without the necessary analysis to go with it; reading unexamined.	<input type="checkbox"/> Incorrect inclusion of lecture inquiry points of subtext; analysis is flawed &/or unclear.	<input type="checkbox"/> Text only; doesn't reveal subtext
"Judge" (Values, Visions, etc.)	<input type="checkbox"/> Responsible judgment clearly articulated; solid positive & negative arguments presented.	<input type="checkbox"/> Adequate positive and negative arguments made, but unclear &/or flawed process of responsible judgment	<input type="checkbox"/> Adequate responsible judgment process shown, but weak &/or flawed positive &/or negative arguments.	<input type="checkbox"/> Inadequate &/or flawed responsible judgment process; flawed positive &/or negative arguments.	<input type="checkbox"/> No real responsible judgment.
"Storyteller" (Drama /Useful)	<input type="checkbox"/> Excellent dramatic prose; some memorable statements; well beyond ornamental to show the useful.	<input type="checkbox"/> Fine prose & discussion overall, but lacks depth/drama at points; shows some transition to useful knowledge.	<input type="checkbox"/> Adequate prose but too rigid &/or formulaic at points; thin drama content; narrative storyline sometimes broken.	<input type="checkbox"/> Inadequate; unclear prose that is superficial & difficult to follow; fails to sustain a narrative.	<input type="checkbox"/> Inadequate; restates a string of facts w/o drama.
For next time:	<input type="checkbox"/> Note the items above to improve.	<input type="checkbox"/> Show you know more for more points	<input type="checkbox"/> Attendance seemingly a factor?	<input type="checkbox"/> Time factor? More time allotted later.	<input type="checkbox"/> See me ASAP.