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| **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ History 101Paper Rubric** | | | | | | | |
|  | 5 | 4 | 3 | 2 | 1 | Weighted  Value | Points Earned/Comments |
| Content/Ideas  Thesis/topic sentence  Supporting ideas  Use of details  Awareness of purpose | Thesis is clearly stated. Main ideas are clear and well supported by detailed and accurate information. | Thesis is clearly stated. Main ideas are clear and mostly supported by detailed and accurate  information. | There is one clear well-focused topic. Main ideas are clear but not well supported by detailed information. | There is a topic but not clearly stated. Main ideas are evident but only minimal details or support. | The essay shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response is incomplete or too brief. | X4 |  |
| ORGANIZATION  Introduction/body/conclusion  Sequence of ideas  Grouping of ideas  Effective transitions  Awareness of purpose  Sense of completeness | Intro and conclusion are very well written. Ideas are grouped in a logical manner. Effective/varied transitions are used. | Intro/conclusion are evident. The sequencing of ideas is logical. Varied transitions are used. | Intro/conclusion may not be evident. Organization is appropriate and ideas are clearly sequenced, but may be repetitive. Transitions used. | Organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare. | The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief. | X3 |  |
| STYLE  Sentence variety  Word choice  Verb usage  Active vs. passive structure | The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary. | The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied. | Language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Sentence variety is evident. | Language and tone are uneven. Word choice is simple, ordinary, and repetitive. Minimal variation in sentence length and structure. | The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief. | X2 |  |
| CONVENTIONS  Sentence formation  Subject-verb agreement  Standard word forms  Punctuation, spelling, and capitalization | The writer demonstrates full command of the conventions of written English. No errors are evident. | The writer demonstrates knowledge of conventions of written English. Errors are minor and don’t interfere with meaning. | Writer demos sufficient control of conventions of written English. Errors may interfere with meaning, but are not distracting. | Writer demos minimal control of conventions of written English. Errors are frequent and interfere with meaning. | The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief. | X1 |  |