

**General Purpose Rubric for Essays**

	5-Excellent	4-Moderate	2-Weak	0-None
Thesis	-The Thesis addresses the prompt and puts forward a historically defensible claim/argument.	-The Thesis may address the prompt but does not really present an argument.	-The Thesis is confused, perhaps does not address the prompt nor does it present an argument.	
Evidence	-The author utilizes <b>specific</b> and enough pieces of evidence to support an argument.	-The author uses evidence but much of it is rather vague. -The author only uses 1 or 2 pieces of evidence. -The author uses evidence, but it does not support an argument.	-The author uses evidence, but it is mostly vague. -The author only uses 1 piece of evidence -The author does not support an argument	
Context	-A reader who does not know anything about the topic can follow along with the essay relatively easily.	-The reader has a general understanding about what is happening but still has questions.	-The reader has significant questions about what is going on.	
Analysis	-The author introduces nuance to the topic -The author addresses counter-arguments or other interpretations. -The author makes relevant connections to other historical examples	-The author attempts nuance and attempts to address other interpretations. -The author does not make connections to other historical examples.	-The author simply relates the basic historical information.	

**FOR ALL ESSAYS: If any of the following are found in a student's piece of writing, 1 point will be immediately be deducted for each one present. We are writing academic papers and so academic rules will apply.**

- Contractions (e.g. "can't," "won't," "don't," etc.).
- Personal pronouns or other uses of 1<sup>st</sup> person (e.g. "I," "My," "In my opinion," etc.).
- 3 or more grammatical errors.
- 3 or more spelling errors.
- Failures to capitalize letters properly.
- Improper formatting (**ONLY use Times New Roman, 12 font, double-spaced**).