

**World History Honors
Grading Rubric
Mrs. Nardi**

<i>Criteria</i>	4 Excellent	3 Proficient	2 Competent	1 Needs Improvement
<i>Thesis</i>	Thesis statement is concise and articulate and presents an original, complex, sophisticated argument.	Thesis statement is clear and focused, and presents a thoughtful, comprehensive argument.	Thesis statement is based on plausible idea, but is wordy or unclear.	Thesis statement merely provides examples from the text and is unfounded or absent.
<i>Structure</i>	Each body paragraph begins with clear, focused sub-thesis. Textual evidence is smoothly integrated into each body paragraph. The essay is organized with clear transitions between ideas.	Each body paragraph begins with a sub-thesis. Textual evidence is integrated into each body paragraph. The essay is organized.	Some body paragraphs lack clear sub-theses. Textual evidence is used, but not smoothly integrated into each paragraph. The essay reflects need of organization.	Body paragraphs do not begin with sub-thesis. Textual evidence is misplaced or not integrated properly into paragraphs. The essay lacks any organization.
<i>Use of Evidence</i>	Relevant and compelling evidence from the text represents best choice to support, shed light on argument.	Relevant evidence from the entire text (not just a portion) is used to support the argument.	Evidence selected is limited and/or does not represent best choice for supporting the argument.	Specific and direct evidence is not used, or evidence is inappropriate or irrelevant.
<i>Analysis</i>	The essay's analysis is perceptive, thorough, and original. Organization stems from an articulate and logical progression of ideas. Argument is thoroughly developed, cohesive and successfully proven.	Analysis is thoughtful, comprehensive, well grounded and not oversimplified. Organization stems from logical progression of ideas. Argument is well developed and complete.	Analysis is plausible but oversimplified and/or not well grounded in the text. Organization stems from ideas, but progression may lack a logical order or become generalized. Argument has some minor flaws or missing pieces.	Analysis is oversimplified, general or unsubstantiated. Organization stems from examples, not ideas, and/or ideas lack cohesion. Argument changes direction, is incomplete or inconsistent.

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<i>Style</i>	Student uses sophisticated use of transitional devices personal style, discernible voice and effective wording, and a variety of sentence structures.	Student effectively uses transitions, effective wording and a variety of sentence structures.	Student has limited use of transitions, effective wording, and sentences lack a variety (writing is choppy).	Student uses no transitions, has ineffective wording and sentences are short and have no variety in structure.
<i>Mechanics</i>	Accurate spelling, sound grammar, correct punctuation; word choice is apt, and sentence structure leads to clear presentation of ideas.	Generally accurate spelling, sound grammar, correct punctuation; word choice and sentence structure serve the author's presentation of ideas.	Some systematic problems with sentence structure, spelling, grammar, and/or punctuation. The reader is able to follow only basic elements of the essay's argument.	Serious errors in sentence structure, spelling, grammar, and/or punctuation prevent the reader from following the reasoning and content of the essay.

Total Points: _____

Comments:

Grade:

Filename: TFA Essay Rubric
Directory: C:\Documents and Settings\robin\Desktop
Template: C:\Documents and Settings\robin\Application
Data\Microsoft\Templates\Normal.dot
Title: Criteria
Subject:
Author: Benjamin Weaver
Keywords:
Comments:
Creation Date: 3/12/2009 5:09:00 PM
Change Number: 2
Last Saved On: 3/12/2009 5:09:00 PM
Last Saved By: robin
Total Editing Time: 1 Minute
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As of Last Complete Printing
Number of Pages: 2
Number of Words: 509 (approx.)
Number of Characters: 2,906 (approx.)