

**World History 9 Honors  
Essay Grading Rubric**

<i>Criteria</i>	<b>4 Excellent</b>	<b>3 Proficient</b>	<b>2 Competent</b>	<b>1 Less than Competent</b>
<i>Topic</i>	Topic statement is concise and articulate and presents an original and creative concept for study.	Topic statement is clear and focused, and presents a thoughtful and comprehensive concept for study.	Topic statement is based on plausible idea, but is wordy, unclear or inappropriate concept for study	Topic statement merely provides examples which are unfounded. Topic statement is lacking.
<i>Structure</i>	Each body paragraph begins with clear, focused sub-topic. 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-topic. Textual evidence is integrated into each body paragraph. The essay is organized.	Some body paragraphs lack a clear sub-topic. Textual evidence is used, but not smoothly integrated into each paragraph. The essay reflects need of organization.	Body paragraphs do not begin with sub-topic. 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 the topic.	Relevant evidence from the entire text (not just a portion) is used to support the topic.	Evidence selected is limited and/or does not represent best choice for supporting the topic.	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. The topic is thoroughly developed, cohesive and successfully proven.	Analysis is thoughtful, comprehensive, well grounded and not oversimplified. Organization stems from logical progression of ideas. The topic 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. The topic has some minor flaws or missing pieces.	Analysis is oversimplified, general or unsubstantiated. Organization stems from examples, not ideas, and/or ideas lack cohesion. Topic changes direction is incomplete or inconsistent.

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<b><i>Style</i></b>	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.
<b><i>Mechanics</i></b>	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:

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