

Grading Scale: 6=100 5=95 4=85 3= 80 2=75 1=65 U=0 *No Double-Dipping!*		
<b>Thesis</b>	<input type="checkbox"/> Responds to all parts of the prompt with a historically-defensible thesis/claim that establishes a line of reasoning. <u>Improvement Needed:</u> ___ Thesis is properly argumentative but is not specific enough. ___ Thesis is too vague and may simply restate the question. ___ Thesis is incoherent, confusing, and/or off-topic. ___ Thesis did not specifically address the prompt using the language of the prompt.	_____/1
<b>Contextualization</b>	<input type="checkbox"/> Describes a broader historical context relevant to the prompt. <i>*Must <b>connect</b> the topic of the prompt to broader historical events/processes that occur before, during, or continue after the time frame of the question.            *The point is <b>not</b> awarded for merely a phrase or reference. <b>Explain.</b>            *Understanding of <b>time periods</b> is critical in earning this point.</i>	_____/1
<b>Evidence</b>	<input type="checkbox"/> Provides <b>specific examples</b> of evidence relevant to the topic of the prompt. <input type="checkbox"/> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence. <i>*Responses must include a <b>broad range</b> of evidence that, through <b>analysis and explanation</b>, supports the stated thesis or relevant argument.</i>	_____/2
<b>Analysis and Reasoning</b>	<input type="checkbox"/> Uses historical reasoning (e.g. comparison, causation, and continuity and change over time) to frame or structure an argument that addresses the prompt. <i>*Attempt to <b>use all</b> historical skills that <b>are appropriate</b> for your essay.</i> <input type="checkbox"/> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to support or modify an argument that addresses the question. ___ <b>Explains</b> relevant and insightful connections within and <b>across time periods</b> . ___ Modifies arguments by considering, and <b>explaining, alternative views or evidence</b> . ___ <b>Explains</b> continuity and change or cause and effect. <i>*Accuracy and explanation needed to obtain this point.</i>	_____/2
<b>Additional Feedback:</b> ___be specific! ___budget your time ___use past tense ___no shorthand ___no quoting ___more evidence ___more analysis ___more explanation ___oversimplifications ___improve organization ___no contextualization ___improve doc usage and analysis ___essay is disorganized/incoherent ___properly cite docs ___improve grammar		____/6 Grade ____/100