

Rubric: Analysis Papers

	25-23 -A	22-20 B	19-17 C	16-0 D or less
Content: Extent to which the student addresses the task and the level of original and critical thinking, and understanding of the task/text. Textual evidence appropriately supports ideas and analysis is present. The essay should demonstrate a broader understanding of historical issues.	Student addressed the task assigned, showing extensive knowledge and thorough understanding. The writing is extremely sophisticated and demonstrates analysis, original thought and critical thinking skills. The evidence and textual support is specific, logical, accurate and supports the writer's ideas. The student also demonstrates a broader understanding of historical issues.	Student addressed the task assigned, strong knowledge and thorough understanding. The writing demonstrates analysis, some original thought and critical thinking skills. The evidence and textual support is specific, logical, accurate and mostly supports the writer's ideas. The student also demonstrates a broader understanding of historical issues.	Student addressed the task assigned but the knowledge and understanding lacked significant insight. Further, analysis, original thought and attempts at critical thinking skills were inconsistent. The evidence chosen shows some inconsistency and the student shows some understanding of historical issues.	Student did not address the task assigned and displayed a lack of understanding of major ideas and little analysis. Evidence was poorly chosen.
Organization: Extent to which the thesis statement shows critical thinking. Thesis statement should be well developed, complex and sophisticated. Extent to which the student displays coherency of ideas through paragraph organization and consistency.	Student 's thesis clearly sets forth a well developed and sophisticated main idea for the essay. Each subsequent paragraph displays excellent coherency and flows smoothly from one to the next.	Student 's thesis clearly sets forth a developed and complex main idea for the essay. Each subsequent paragraph displays strong coherency and flows smoothly from one to the next.	Student presents a thesis statement and displays some logical progression of ideas through coherent paragraph organization.	Student fails to present a thesis statement and subsequent paragraphs lack organization and clarity

<p>Mechanics/Style: Extent to which the student's writing uses correct punctuation, spelling, and grammar such as subject. Student should convey a formal style, voice, diction and tone. Sentence structure should be logical and complex.</p>	<p>Student demonstrates complete mastery of sentence structure, and clearly conveys an appropriate and distinct voice and tone. Syntactical and word choices create fluent expression, and an original, formal and sophisticated style.</p>	<p>Student demonstrates mastery of sentence structure, and conveys an appropriate and evident voice and tone. Syntactical and word choices create fluent expression, and an original and formal style.</p>	<p>Student demonstrates some awareness of competent sentence structure, voice and tone but inconsistency exists. Syntactical and word choices reflect little forethought regarding style and creating a sense of fluency.</p>	<p>Student demonstrates limited awareness of correct use of mechanics and style.</p>
<p>Format: MLA Style:*works selected*heading* accurate parenthetical citations*neatly typed* 12 point font*numbered pages* double spaced*new times roman font* paper is submitted to turnitin.com</p>	<p>Student uses proper MLA format according to checklist: NO ERRORS.</p>	<p>Student uses proper MLA format, but one or two errors exist.</p>	<p>The assignments lacks some elements of presentation and/or works selected page.</p>	<p>The assignment lacks many of the required elements.</p>

Plus grades are awarded when papers meet some but not all of the criteria for the next highest grade.

Content 25% _____
Organization 25% _____
Mechanics 25% _____
Presentation 25% _____

Total=