

11th Grade History Rubric

Name: _____ Date: _____

Advisor: _____ History Teacher: _____

	4	3	2	1
Knowledge	<ul style="list-style-type: none"> - Demonstrates that author has gained new knowledge about the topic. - Makes larger connections often. 	<ul style="list-style-type: none"> - Demonstrates solid new knowledge about the topic and significance of events. - Makes larger connections. 	<ul style="list-style-type: none"> - Demonstrates some new knowledge about the topic and the significance of events. - Makes at least one larger connection. 	<ul style="list-style-type: none"> - Demonstrates minimal new knowledge about the topic and the significance of events. - Larger connections not made
Thesis	<ul style="list-style-type: none"> - Has a clearly defined organizing idea or thesis. - Complex argument clearly presented and supported by specific and relevant evidence. - All aspects of the paper support the thesis. 	<ul style="list-style-type: none"> - Thesis is present, but may be too broad or ill-defined. - Thesis is supported by reasonable evidence. - Most aspects of the paper support the thesis. 	<ul style="list-style-type: none"> - Thesis is present, but not supported throughout the paper. - Thesis is supported by some reasonable evidence. - Some aspects of the paper support the thesis 	<ul style="list-style-type: none"> - Weak or no thesis. - Evidence may be present, but not linked to broader argument.
Evidence	<ul style="list-style-type: none"> - Collects and presents specific, relevant, and accurate evidence. - Evaluation of at least three varied book sources. 	<ul style="list-style-type: none"> - Collects and presents some specific, relevant and accurate evidence. - Uses three book sources. 	<ul style="list-style-type: none"> - Collects and presents evidence that is not always specific, relevant or accurate. - Uses three book sources. 	<ul style="list-style-type: none"> - Collects and presents minimal evidence that is not always relevant or accurate. - Uses less than three book sources.
Organization	<ul style="list-style-type: none"> - Organized so that all the parts support the whole. - Makes effective transitions. - Clear, compelling introduction; the conclusion effectively synthesizes strands of the main argument. 	<ul style="list-style-type: none"> - Organized so that most parts support the whole. - Makes transitions. - Clear introduction and well-constructed conclusion. 	<ul style="list-style-type: none"> - Organized so that some parts support the whole. - Makes some transitions. - Introduction and conclusion exist, but not fully clear. 	<ul style="list-style-type: none"> - Sometimes makes connections of the parts to the whole. - Sometimes makes transitions. - Lacking discernible introduction or conclusion.
Conventions	<ul style="list-style-type: none"> - Confident writing style; student voice is evident; writes with lively, engaging language. - Grammar and punctuation are nearly flawless; appropriate documentation of sources (bibliography and citations). 	<ul style="list-style-type: none"> - Writing is clear and focused; style is straightforward but not original. - Some grammar and punctuation errors, but does not impair understanding. - Most sources are correctly documented. 	<ul style="list-style-type: none"> - Writing lacks clarity and focus, but the point is intelligible. - Some grammar and punctuation errors that impair understanding. - Some sources are correctly documented. 	<ul style="list-style-type: none"> - Writing lacks clarity and focus; main point is not evident. - Grammar and punctuation errors interfere with understanding of content. - Sources are not documented consistently or are documented incorrectly.

Total Grade: _____

Assessors: _____

Comments: _____
