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| ***Criteria*** | ***Exceeds Expectations*****10-9** | ***Meets Expectations*****9-8** | ***Needs Improvement*****7-6** | ***Significantly Lacking/Not Present*****5-0** | ***Points*** |
| **Historical Thinking****10 points***Articulates an analytical argument*(thesis) | The assignment includes a sophisticated thesis statement and/or analytical argument drawn from historical research. | The assignment includes a thesis statement/analytical argument drawn from historical research.  | The thesis statement is not clearly presented and/or is more descriptive than analytical. | An argumentative thesis statement is not present and does not demonstrate historical research. |  |
| **Historical Knowledge****10 points***Demonstrates engagement with secondary sources and shows an awareness of interpretive differences*(historiography) | Student demonstrates a familiarity with historiography, especially by engaging with authors’ interpretive differences. | Student demonstrates a preliminary understanding of historiography by engaging with secondary sources, though some authors’ interpretive differences may not be fully identified or addressed.  | Student may cite or list secondary sources but it is clear they need additional assistance understanding historiography. | There is not meaningful engagement with secondary sources. |  |
| **Historical Evidence****10 points***Identifies and engages with primary sources* (sources/evidence) | Student demonstrates exemplary engagement with and identification of primary sources to support their argument. | Student adequately demonstrates identification of and engagement with primary sources. | The chosen primary sources are not well selected. | There is a lack of primary source engagement. |  |
| **Mechanics & Presentation****10 points** | Assignment meets all requirements; contains necessary sections and has well divided these sections; is well written and free of grammatical errors; has proper Chicago Manual of Style footnotes. | Assignment meets all page requirements; contains necessary sections; writing is adequate but there may be room for improvement; free of grammatical errors; has proper Chicago Manual of Style footnotes. | Issues with any of the requirements, sections, writing conventions, and/or Chicago Manual of style. | Significant lack of engagement with assignment instructions. |  |
| TOTAL |  |  |  |  |  |