|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***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 |  |  |  |  |  |