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| ***Criteria*** | ***Exceeds Expectations*****10-9** | ***Meets Expectations*****8** | ***Needs Improvement*****7-6** | ***Significantly Lacking/Not Present 5-0*** | ***Points*** |
| **Historical Thinking****10 points***Articulates an appropriate historical argument*(thesis) | The thesis statement is clearly stated, argumentative, and present throughout the entirety of the paper, supported by the various sections.  | A thesis statement is present, argumentative, and consistent throughout the paper, supported by the various sections.  | The thesis statement is not clearly presented, argumentative consistent, and/or supported by the various paper’s sections. | An argumentative thesis statement is not present. |  |
| **Historical Knowledge****10 points***Evaluates secondary sources and shows an awareness of interpretive differences*(historiography) | Student references a significant number of secondary sources that informed their investigation. Clearly puts their argument in conversation with the larger historiography.  | Student references an adequate number of secondary sources that informed their investigation. Puts their argument in conversation with the larger historiography. | Student cites secondary sources but it is not clear how it informed their investigation. A historiography section may be lacking. | A historiography section is missing. |  |
| **Historical Evidence****10 points***Presents and interprets appropriate primary sources to support the thesis* (sources/evidence) | Student demonstrates exemplary analysis of and engagement with primary sources to support their argument, choosing appropriate examples and variety. | Student adequately demonstrates analysis of and engagement with primary sources to support their thesis statement.  | The chosen primary sources are not well selected and/or do not support the thesis statement well. Analysis may be lacking in favor of descriptive evidence. | There is a lack of primary source engagement. |  |
| **Mechanics & Presentation****10 points** | 9-10Paper meets all page 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 | 8Paper 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. | 7-6Issues with any of the requirements, sections, writing conventions, and/or Chicago Manual of style. | 5-0Significant lack of engagement with assignment instructions. |  |
| TOTAL |  |  |  |  |  |