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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** | 9-10  Paper 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 | 8  Paper 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. | 7-6  Issues with any of the requirements, sections, writing conventions, and/or Chicago Manual of style. | 5-0  Significant lack of engagement with assignment instructions. |  |
| TOTAL |  |  |  |  |  |