| | **Grading Scale: 7=100  6=95  5=90   4= 85   3=75  2=65  1=55  0=50  U=0** | |
|---|---|---|
| | ***No Double-Dipping!*** | |
| **Thesis** | ☐ Responds to all parts of the prompt with a historically-defensible thesis/claim that establishes a line of reasoning.<br>Improvement Needed:<br>___Thesis is not located in the introductory paragraph.<br>___Thesis is too vague and may simply restate/rephrase the prompt.<br>___Thesis is incoherent, confusing, and/or off-topic.<br>___Thesis did not specifically address the prompt using the language of the prompt. | _____/1 |
| **Contextualization** | ☐ Describes a broader historical context relevant to the prompt.<br>   *Must **connect** the topic of the prompt to broader historical events/processes that occur before, during, or continue after the time frame of the question.*<br>   *The point is **not** awarded for merely a phrase or reference.  **Explain**.*<br>   *Understanding of **time periods** is critical in earning this point.* | _____/1 |
| **Evidence** | **Evidence From the Documents**<br><br>☐ Uses the context of at least **three** documents to address the topic of the prompt.<br>   *Accurately describe, **do not quote**.*<br><br>☐ Supports an argument in response to the prompt using at least **six** documents.<br>   *Accurately describe, **do not quote**.*<br>   *Must use the content of the documents to **support an argument** in response to the prompt.*<br><br>**Evidence Beyond the Documents**<br><br>☐ Uses at least one additional piece of specific historical evidence, not found in any of the documents, to support an argument in response to the prompt.<br>   *Accurately describe evidence.  A phrase or reference is **not** sufficient.*<br>   *Must be **different** than evidence used to obtain point for contextualization.* | _____/3 |
| **Analysis and Reasoning** | ☐ For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to the argument.<br>   *Must **explain**, not simply identify.*<br>   *Remember **H.I.P.P.O.!***<br><br>☐ Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to support or modify an argument that addresses the question.<br>_____ **Explains** relevant and insightful connections within and **across time periods**.<br>_____ Modifies arguments by considering, and **explaining, alternative views or evidence.**<br>_____ **Explains** continuity and change or cause and effect.<br>   *Accuracy and explanation needed to obtain this point.* | _____/2 |
| **Additional Feedback:   ___be specific!      ___budget your time  ___use past tense**<br>**___no shorthand ___no quoting ___more evidence  ___more analysis  ___more explanation**<br>**___oversimplifications    ___improve organization ___ properly cite docs**<br>**___improve doc usage and analysis ___no contextualization  ___essay is disorganized/incoherent** | | _____/7<br>Grade<br>____/100 |