

In-Class Writing Rubric

Category	4	3	2	1
Historical Evidence: Sufficiency	-Abundant Historical evidence. All parts of the essay are supported with <i>sufficient</i> examples. -The essay supports all parts of the thesis with evidence and explanation.	-Good historical evidence. Most parts of the essay are supported. Many historical examples are used.	-Historical evidence is thin and incomplete. Many parts of the essay are not supported.	-Insufficient historical evidence. Most, if not all, parts of the essay are unsupported.
Historical Evidence: Accuracy	-All information is <i>relevant</i> to the question. It contributes meaningfully to the response. - <i>Accuracy</i> : Few, if any, factual mistakes.	-Most information used is relevant to the question. -Minor factual errors that do not substantially detract from the essay	-The information used is off topic a significant amount of time and frequently does not contribute to answering the question. -Significant factual errors detract from the quality of the essay.	-The essay spends a great deal of time on off topic information and discussions. -Many significant factual mistakes display poor understanding of the topic in general.
Argument / Thesis	-Thesis is specific and addresses all parts of the question. -Thesis is in the introduction paragraph -The essays stays focused on the thesis and returns to the ideas of the thesis throughout the essay.	-Thesis is good but may not be completely specific or may not directly address all parts of the question. -The thesis is generally supported by the essay. Occasional lapses may exist; some parts of the essay may be imbalanced and treat one part of the thesis in insufficient detail.	-Thesis is general or does not address all parts of the question. Thesis may not appear in the intro paragraph. -Thesis may be attempted but may only be a statement of fact. -Large parts of the thesis are not supported in the body of the paper.	-Thesis is missing or displays little, or no, understanding of the topic. -The argument of the essay does not support the thesis. Little, or no connection between the thesis and the body of the essay. -Little to no evidence or explanation for the thesis is given in the body of the essay.
Organization/ Style	-Paragraphs are correctly organized around a coherent idea. -Each paragraph begins with a Topic Sentence -The intro paragraph clearly sets up the rest of the paper. -The writing demonstrates a strong "level of control" over the topic. The author knew what they wanted to say and conveyed those ideas successfully.	-Generally good paragraph organization. Occasional unrelated information that does not significantly detract from the organization. -Topic sentences do an adequate job informing the reader of the point of the paragraph. Mistakes do not cause serious confusion for the reader. -The writing shows occasionally slipping level of control over the topic.	-Paragraphs are often not organized around a coherent idea or point. -Topic sentences are frequently incorrect and do not reflect the intent of the paragraph. -Significant portions of the essay display a lack of control over the topic as if the author is simply writing without plan or purpose.	-Paragraphs appear to be random or unplanned. No paragraph structure may exist. -Topic sentences do not exist. -A majority of the essay appears to have no control by the author. Frequently appears that the author is simply trying to fill space by writing generalities or hopefully related facts.
Mechanics / Grammar	-Few, if any errors in capitalization, punctuation, or grammar.	-Minor errors in errors in capitalization, punctuation, or grammar that do not seriously detract from the coherence of the essay.	-Significant errors in capitalization, punctuation, or grammar that detract from the coherence of the essay.	-Abundant errors in capitalization, punctuation, or grammar that leave sections of the paper nearly indecipherable.

Tips for In-Class Writing

As your teacher I understand that you are writing under time pressure answering a question you had not seen before. This section provides some guidance for how to adjust your writing accordingly. In general you may think of these in class essays as “well planned drafts” of an essay.

- Not all paragraphs are created equal: While these are 5 paragraph essays, the conclusion is not as important as the other 4. There are few points to be scored in the conclusion. While it is unlikely to get full credit without a conclusion, a simple conclusion will often suffice.
- Grammar and Punctuation: While this is an important part of writing I will not be checking for every comma. Please follow basic rules of grammar (capitalize proper nouns and the first word of sentences, end sentences with a . or a ?, etc.) but you will not lose points until the errors become cumbersome to reading the essay.
- Handwriting: Do not write too neat or too sloppy. Do your best to write with clear and readable penmanship but do not go to one of the two extremes: 1) Write so poorly that your teacher has trouble deciphering your words, 2) write so perfectly that you run out of time

Simplified Rubric

This will appear at the bottom of the front page of your essays. The individual scores should give you an idea of the strength and weaknesses of your essay with some individual comments specific to your essay below.

Historical Evidence: Sufficiency	Historical Evidence: Accuracy	Argumentation/Thesis	Organization/Style	Grammar/ Punctuation
4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

Comments