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| **Category** | **Preliminary Work**  | Score |
| **Analytical Question & Historical Background** | Analytical question and historical background are in the proper format that is relevant and appropriate.10 | Analytical question and historical background are relevant, but may be superficial in treatment of the content.8 | Analytical question may be irrelevant to the course. Historical background is difficult to comprehend.6 | Analytical question is irrelevant to the course. Historical background is irrelevant or incomplete.4 | \_\_\_\_\_\_\_ / 10 |
| **Document Selection** | Sources are relevant to the question, not just the topic, vary in format, and include all vital source information.20 | Most of the sources are relevant, generally vary in format, and may include all or most of the vital source information.16 | Some of the sources are missing or irrelevant to the question. They may vary in format and include some of the source information12 | Some sources are present, though they may be irrelevant, all of the same format, or missing source information. 8 | \_\_\_\_\_\_\_ / 20 |
| **SOAPStone Analysis** | Relevant, telling, quality details give the reader important information. All parts of the analysis have been completed.20 | Supporting details and information are relevant, but one key portion of analysis is unsupported or incomplete.16 | Supporting details and information are relevant, but several key portions of the analysis are unsupported or incomplete.12 | Supporting details and information are unclear, not related to the topic, or incorrect.8 | \_\_\_\_\_\_ /20 |
| **DBQ Sample Essay Response** |
| **Introduction** | First paragraph draws in the reader’s attention. Includes historical background and restatement of question.10 | First paragraph has a weak grabber. Includes background and restatement of question.8 | A catchy beginning was attempted. Historical background may be irrelevant or restatement of question is unclear.6 | Very little effort to grab the reader’s attention. Historical background is unclear and restatement of question absent.4 | \_\_\_\_\_\_ /10 |
| **Thesis** | Thesis is evident and well stated.8 | Thesis is mixed among many sentences and hard to piece together.6 | Thesis is not entirely apparent although topic is clear.4 | Thesis and topic of the essay are unclear.2 | \_\_\_\_\_\_ / 8 |
| **Paragraph Structure** | All body paragraphs contain a topic sentence, multiple examples and a transition sentence.10 | All body paragraphs contain at least two of the following three components: topic sentence, examples, transition sentence.8 | The writer attempts to use the correct paragraph structure of a topic sentence, examples and a transition sentence, but clearly struggles.6 | There is little effort by the writer at writing correct paragraphs.4 | \_\_\_\_\_\_ /10 |
| **Organization & Coherence** | The essay is very well organized into paragraphs. One idea follows another in a logical sequence with clear transitions. The paper reads well. 10 | The essay is pretty well organized into paragraphs. One idea may seem out of place. Clear transitions are used. The paper makes sense. 8 | The essay is a little hard to follow. Paragraphs are unclear. The transitions are sometimes not clear. 6 | Ideas seem to be randomly arranged. No effort at paragraph organization. The essay is very confusing and/or incomplete. 4 | \_\_\_\_\_\_ /10 |
| **Focus on Topic** | The entire essay is related to the topic and allows the reader to understand much more about the topic.10 | Most of the essay is related to the topic. The writer wanders off topic in at least one place, but the reader can still learn something about the topic.8 | The essay is very general and repeats a few ideas without much evidence.6 | No attempt has been made to relate the essay to the topic. OR No evidence is presented.4 | \_\_\_\_\_\_ /10 |
| **Accuracy of Facts and Evidence** | All facts presented in the essay are accurate and relate back to the thesis. All facts are cited correctly.10 | Almost all facts presented in the essay are accurate and usually relate back to the thesis. Many, but not all facts are cited.8 | Most facts presented in the essay are accurate (70%). Evidence is scattered about rather than used to prove the thesis. Facts are not cited. 6 | There are several factual errors in the essay. There is no real effort to make the piece cohesive. Facts are not cited. Little or no evidence is presented.4 | \_\_\_\_\_\_ /10 |
| **Analysis** | The writer makes excellent analytical points in each of the body paragraphs.10 | The writer makes an attempt at making analytical points in a majority of the essay.8 | The writer makes an attempt at making an analytical point at least once in the essay.6 | There is no effort at making analysis of any of the evidence presented in the essay.4 | \_\_\_\_\_\_ /10 |
| **Conclusion** | The writer uses the concluding paragraph to wrap up their essay effectively.10 | The writer loosely wraps up their essay with their conclusion.8 | The writer clearly struggles with their conclusion.4 | The writer makes no attempt at forming a concluding paragraph.0 | \_\_\_\_\_\_ /10 |
| **Grammar / Mechanics** | The essay has few, if any, spelling, punctuation, capitalization or grammar errors. 10 | The essay has two or three mechanics errors.8 | The essay has four or five mechanics errors.6 | The essay has more than five mechanics errors.4 | \_\_\_\_\_\_ /10 |
| **Works Cited** | Works Cited is attached. All sources are cited in perfect MLA format. 8 | Works cited is attached. 2-3 separate errors in MLA format are present. 6 | Works Cited is attached. 4-5 separate errors in MLA format are present. 4 | Works Cited is attached. 6 or more separate errors are present in MLA format.2 | \_\_\_\_\_\_ /8 |
| **Format** | Paper is in proper order and format. 4 | Paper is turned in almost proper format. There are 1-2 mistakes in format. 3 | Paper has 3-4 mistakes in format.2 | Paper has more than 5 mistakes in format.1  | \_\_\_\_\_\_ /4 |