US History Essay Grading Rubric. They are graded on a 9 point scale.

The 8-9 essay:

€ Contains a well-developed thesis that clearly addresses the nature of the question

€ Presents an effective analysis of both sides of the item in question; treatment may be uneven (the better essays try to devote about equal coverage to both sides)

€ Supports thesis with substantial and relevant information

€ Is clearly organized and well written

€ May contain minor errors (8)

€ In a DBQ question, a substantial number of documents are used

€ In a DBQ question significant outside information is also included in the response

The 5-7 essay:

€ Contains a thesis which addresses the topic of the question (limited development)

€ Has limited analysis and exhibits limited understanding of complexity

€ Is mostly descriptive

€ Deals with only one aspect of the question in some depth or deals with both aspects in a more general way

€ Supports thesis with some information

€ Shows evidence of acceptable organization and writing; language errors do not interfere with comprehension

€ May contain factual errors that do not seriously detract from the quality or argument of the essay

€ In a DBQ question, some documents are used effectively

€ In a DBQ question, supports thesis with some outside information

Essay (DBQ or FRQ) Submission Checklist

* My introduction provides background information in the context of the question.
* My thesis statement directly answers the question.
* My thesis statement is not simply a restatement of the question.
* My thesis provides a specific outline of the topics to be explored in the essay.
* When moving from one topic to another, I have used appropriate transitional phrases.
* I have appropriately use verb tense and subject-verb agreement in my essay.
* I have demonstrated an understanding of the complexity of each topic listed in the thesis.
* I have used extensive information or conducted outside research on each topic listed in the thesis.
* I have used an appropriate number of documents to support claims made in the thesis.
* When citing my document, I use brief direct quotes which support the claim I have already made.
* When citing my document, I state the source (for example, ‘Thomas Jefferson stated in Notes on the State of Virginia that…’) and then quote the document in parentheses (Document A).
* I have used outside evidence to support each claim made in my essay.
* I have added a conclusion which restates the thesis by summarizing the main points of the essay

The 2-4 essay:

€ Presents a limited, confused and/or poorly developed thesis

€ Contains little or no analysis and is mostly descriptive

€ Deals with one aspect of the question in a general way or both aspect in a superficial way; simplistic explanation

€ Has minimal or irrelevant supporting information

€ Confusing organization and writing; organization and language errors interfere with comprehension

€ May contain major factual or interpretive errors

€ In a DBQ question, quotes or briefly cites documents

€ In a DBQ question, contains little outside information, or information that is generally comprehension

The 0-1 essay:

€ Contains no thesis, or a thesis which does not address the question

€ Exhibits inadequate or inaccurate understanding of the question (analysis is absent)

€ Contains no supporting information, or only irrelevant information

€ Is so poorly organized or written that it inhibits understanding

€ May simply paraphrase or restate the question

€ Contains numerous errors, both major and minor

€ In a DBQ question, exhibits little or no understanding of documents, or ignores them completely

€ In a DBQ question, offers inappropriate or no outside information

Grading Policy

9 100%

8 92%

7 86%

6 82%

5 76%

4 72%

3 66%

2 62%

1 56%

0 0%