

THESIS ESSAY RUBRIC
Kailua High School Social Studies Department

CRITERIA	“A” ADVANCED	“B” PROFICIENT	“C” PARTIALLY PROFICIENT	“D” NOVICE
OVERALL ESSAY	Fully presents an historical interpretation or analysis of key people, events or ideas in a clear, concise essay that demonstrates an understanding of the historical inquiry.	Presents an historical interpretation or analysis of key people, events or ideas to address the historical inquiry .	Attempts to presents an historical interpretation or analysis of key people, events or ideas to address the historical inquiry .	Presents an essay that does not interpret or analyze key people, events or ideas to address the historical inquiry .
HISTORICAL UNDERSTANDING • Concepts & principles • Prior knowledge • Misconceptions • Justification & argument from the text & prior knowledge	Essay includes: • Uses 2 major concepts clearly and accurately to connect to the historical inquiry. • Appropriately uses information from the text and prior knowledge to justify and support the thesis with no misconceptions.	Essay includes: • 2 major concepts or principles of history. • Explains how information from text and prior knowledge supports thesis with no major misconceptions.	• States 1 major concept or principle of history. • Attempts to explain how information from text and prior knowledge supports thesis with misconceptions.	• Does not state any concepts or principles of history. • Does not explain how information from text and prior knowledge supports thesis.
HISTORICAL VOICE	No shifts in: • Third person • Objective • Past tense	Minor shifts in: • Third person • Objective • Past tense	Major shifts in: • Third person • Objective • Past tense	Does not use: • Third person • Objective • Past tense
ORGANIZATION • introduction • body • conclusion NOTE: IN COMPARE & CONTRAST ESSAYS, THERE NEEDS TO BE A TRANSITION PHRASE BETWEEN THE TWO TOPICS DISCUSSED	<u>INTRO</u> • Gives in-depth background and underlying assumptions of the historical inquiry. • states thesis as a controlling element of essay. <u>BODY</u> • For each body ¶ there is a topic/concluding sentence that justifies a clear line of reasoning between examples and thesis and transitions to the next idea. • Uses more than 2 relevant details/examples to support the topic sentence. <u>CONCLUSION</u> • Clearly synthesizes all evidence in a fully developed summary and states the significance which shows sensitivity to the implications and consequences of the historical inquiry.	<u>INTRO</u> • Gives necessary background. • States thesis as a controlling element of essay. <u>BODY</u> • For each body ¶ there is a topic/concluding sentence that connects to thesis and transitions to the next idea. • For each body ¶ there are 2 details that support the topic sentence. <u>CONCLUSION</u> • Summarizes evidence and states its significance.	<u>INTRO</u> • Attempts to give necessary background. • states thesis as a controlling element of essay. <u>BODY</u> • Not all body ¶s have a topic/concluding sentence that connects to thesis and transitions to the next idea. • For each body ¶ there are less than 2 details that support the topic sentence. <u>CONCLUSION</u> • Attempts to summarizes evidence and states its significance.	<u>INTRO</u> • Does not give necessary background. • Does not state thesis. <u>BODY</u> • Does not have a topic/concluding sentence that connects to thesis and transitions to the next idea. • Does not have details that support the topic sentence. <u>CONCLUSION</u> • Does not summarize evidence and state its significance.
CONVENTIONS Grasps standard writing conventions of grammar, capitalization, punctuation, spelling and paragraphing. There may be deliberate use of nonstandard dialect to enhance meaning of the writing or to show a particular perspective. Fragments, if used, are effective and promote cadence, rhythm, or emphasize a point or mood.	• Grammar and usage are almost always correct and contribute to clarity and style. • Punctuation guides the reader throughout the text. • Spelling is almost always correct with the exception of a few very commonly misspelled words. • Paragraphing reinforces design or structure of the piece. • If text is quoted source is referenced with intext citation.	• Errors in grammar or usage are few and not serious enough to distort meaning. • Punctuation supports readability. • Spelling is correct on common words and on some difficult words. • Paragraphing is simple, sound, and consistent with some relationship to design and structure of the piece as a whole. • If text is quoted source is referenced.	• Errors in grammar are typical of first draft response and do not prevent readability or understanding. • Errors in grammar, punctuation, and capitalization are few, and those that occur appear to be oversights. • Spelling errors are few and typical of first draft writing; the writing may contain some errors as a result of word choice risk taking.	• Errors in grammar or usage affect readability. • End of sentence punctuation is almost always correct but internal punctuation may be missing or is often incorrect. • Spelling is usually correct on common words and reasonably phonetic on more difficult words. • Paragraphing is fairly consistent throughout the piece, but sometimes runs together or begins in the wrong place.
REFERENCES	There are no mistakes in format and the required number of resources are present.	There are some mistakes in format and the required number of resources are present.	There are mistakes in format and the required number of resources hasn't been met.	There are many mistakes in format and the required number of resources hasn't been met.