Essay Rubric:

**A:**

The thesis is clearly stated and precise, with all terms well defined

The ideas are original and insightful beyond the material presented in the lecture and discussion

The analysis is persuasive, showing an excellent command of the assignment and the course materials and integrating the evidence in the primary sources with the information offered in the secondary sources

The examples are well-chosen and support the point being made

The quotations are logically and grammatically integrated into the text and are properly cited

The organization is logical, with smooth transitions from one topic to another

There are few or no errors in word choice and sentence structure

Meets page requirements and is handed in on time

**B**

The thesis is clearly stated and central to the essay, but some terms are not well-defined

The ideas presented go beyond the obvious and are linked together clearly

The analysis demonstrates a good understanding of the assignment and class material, but there are a few minor inconsistencies

The examples and quotations are appropriate to the argument and effectively presented

The organization is logical and the paragraphs are well-structured; but there are some problems with transitions, word choice, and sentence structure

Meets page requirements and is handed in on time

**C**

There is a general thesis but it is not specific and its terms are undefined

The ideas are not fully developed

The analysis shows a basic understanding of the assignment and course materials, but there are some factual and/or interpretative errors

Generalizations take the place of specific examples and quotations from the primary sources

Author uses quotations excessively, without explaining their significance or integrating them into the large argument

The organization is somewhat confusing or repetitious, with awkward transitions, brief and undeveloped paragraphs, poor word choice or wordiness, and/or excessive use of the passive voice and other awkward constructions

Meets page requirements and is handed in on time

**D**

The thesis is vague and undefined or a summary of events takes the place of a thesis

The ideas are arranged illogically and contain factual errors

The analysis shows an inadequate command of course materials and/or does not address the question in the assignment

A summary of events or issues replaces a logical progression or points supported by evidence

There is insufficient evidence from the primary sources and/or incorrect presentation of quoted material

Major grammatical, syntactical, and proof-reading errors that interfere with understanding; excessive use of clichés and casual language

Does not meet page requirements and/or is handed in late

**F**

No thesis

The information provided indicates that the writer has not understood lectures, readings, discussions, and/or the assignment

There are no quotations or examples from the readings

Plagiarism

The organization is incoherent, lacking transitions, indicating poor planning and no revision

There are numerous grammatical and syntactical errors that interfere with understanding

Does not meet page requirements or is handed in late