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| **Component of Essay** | **Thinking Like a Historian**  |
| **Exemplary** **5 Points** | **Proficient** **4 Points** | **Fair** **2-3 Points** | **Not Acceptable** **0-1 points** |
| Understanding &Historical Context | Provides a thorough historical context of African slave trade in order to explain the reasons for the slave trade.  | Provides some historical context about African slave trade. .  | Provides inadequate historical context about African Slave trade.  | There is little to no historical context.  |
| Thesis | Contains a clear, specific and well-defined thesis at the end of the intro. paragraph that identifies the 3 factors and argues which is the most important one.  | Contains a thesis but is broad or not debatable. Addresses the 3 factors. | Thesis is hinted at but not clearly stated. Does not address one or more of the 3 factors.  | No discernable thesis. |
| Evidence & Document Usage | Carefully chooses and incorporates at least 4 documents. Documents are interpreted accurately and are relevant to the argument.  | Chooses and incorporates only 2-3 documents and/or some documents are inaccurately interpreted or are irrelevant to the argument.  | Chooses and incorporates 1 document and/or documents are inaccurately interpreted or are irrelevant to the argument. | Does not include documents and/or documents chosen are completely irrelevant to the argument.  |
| Analysis | Analysis shows independent thought and provides explanation; persuasively links evidence to thesis.  | Some effort is made towards connecting evidence to thesis; analysis may be superficial and not evidence-specific.  | Often only narrates; digresses from one topic to another without developing ideas or providing analysis.  | Little or no analysis. Merely lists facts, uses generalizations, or contains misinformation.  |

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|  | **Writing Like a Historian**  |
| **Exemplary 3** | **Proficient 2** | **Fair 1** | **Not Acceptable 0**  |
| **Organization** | Each paragraph contains a main idea (usually the topic sentence) that directly relates to thesis.  | Essay contains a beginning, middle and end but organization does not significantly aid reader’s understanding.  | Organization is confusing or illogical.  | There is little or no evidence of organization in the essay.  |
| **Grammar & Style** | Essay contains negligible or no grammar & spelling mistakes. Does not use the first person (“I”). Written in an easy to read, authoritative voice. Uses consistent verb tenses.  | Has few grammar or spelling mistakes. Word choice is sometimes ineffective. Verb tenses are occasionally inconsistent.  | Contains grammar or spelling mistakes which impede reader’s comprehension. Uses the first person. Verb tenses are inconsistent.  | Grammar and spelling mistakes makes it difficult or impossible to understand parts of the essay. There is no evidence that the essay was proofread.  |

TOTAL: \_\_\_\_/ 26 POINTS