|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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