

Name \_\_\_\_\_ Piece Title \_\_\_\_\_

### Historical Writing Rubric

\_\_\_ a. Length: 5 possible points

**5 points**--Writing is appropriate assigned length (5 paragraphs)

**2 points**--Writing is somewhat shorter than assigned length (3-4 paragraphs)

**0 points**--Writing is much less than the assigned length (less than 3 paragraphs)

\_\_\_ b. Organization: 10 possible points

**10 points**--Very well organized, clear/easy to understand topic sentence, strong introduction and conclusion (5 or more sentences each)

**8 points**--O.K. organization, has a topic sentence, short introduction and conclusion (3-4 sentences each)

**6 points**--Somewhat organized but topic sentence is weak and/or hard to understand, introduction and conclusion are short and do not provide enough information

**4 points**--Missing an introduction and/or conclusion

**2 points**-- Can't find an introduction or a conclusion

\_\_\_ c. Style: 10 possible points

**10 points**--Clear and readable, uses extensive and appropriate historical vocabulary, brings in ideas and creative examples of their own

**8 points**--Still readable, but some parts off topic or unclear, uses historical vocabulary, a few creative or original examples, used same words too much

**6 points**--Not clear, hard to follow, used too many simple words, no creative or original ideas and examples, very little historical vocabulary

\_\_\_ d. Spelling/Grammar: 5 possible points

**5 points**--Consistently correct (0-2 errors)

**4 points**--Some errors (3-6 errors)

**3 points**--Many errors (more than 7)

**2 points**--So many errors that you can't count them

\_\_\_ e. Quantity/ Quality of Historical Information: 20 possible points

**20 points**--Has 3 supporting points for the topic. Each point is explained in a separate paragraph and the student has used a variety of historical facts, information, and examples from the discussion notes, vocabulary/definitions to support each point. (Five or more facts are used to support each point.)

**16 points**--Has 3 supporting points for the topic. Each point has its own paragraph and the student has used sufficient facts, information, and examples from the discussion notes and vocabulary/definitions to support each point. (Three to four facts are used to support each point.)

**12 points**--Has 3 supporting points, but less facts, information, and examples from the discussion notes and vocabulary/definitions to support each point. (Only one or two facts are used to support each point.)

**8 points**--Has supporting points, but the use of information from discussion notes, and vocabulary/definitions to show historical knowledge is insufficient.

**4 points**--No real facts, information, or vocabulary from the discussion notes has been used to support the ideas written in the essay.

\_\_\_\_\_ **Total points x2=** \_\_\_\_\_ **Grade**

Introduction/Topic Sentence

Point 1:

Detail List

Point 2:

Detail List

Point 3:

Detail List

Conclusion: