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| **Grade** | **Organization (5)** | **Evidence/ Support (5)** | **Grammar, Mechanics, Style (5)** | **Documentation, Format (5)** |
| **A** | * Contains an introductory paragraph that gives appropriate context for understanding the historical or cultural event in question * Thesis clearly and specifically announces a direction for the remainder of the paper to follow * Body paragraphs have topic sentences that address the cause or effect to be examined; the entire paragraph explicates the topic sentence * Conclusion sums up the point and states the significance of the cultural or historical event in relation to its causes or effects | * Details and examples are effectively used to illustrate causes and/or effects. * Evidence from three valid sources is employed in a concrete and informative manner. * All points are supported with appropriate evidence. * The paper explains any ideas or terms that might be unfamiliar to a non-expert reader. | * No serious grammatical or mechanical problems * Logical transitions connect sentences and paragraphs * Careful attention to precision and clarity * Avoids verbiage and redundancy | * Correctly cites all outside evidence using Chicago style * Uses appropriate signal phrases * Includes correctly formatted footnotes or endnotes * Is of an appropriate length |
| **B** | Slight problems: | Slight problems: | Slight problems: | Slight problems |
| **C** | Significant problems: | Significant problems | Significant problems: | Significant problems: |
| **D** | Serious problems: | Serious problems | Serious problems: | Serious problems: |
| **F** | Unacceptable college-level work:  Come see me—I can help! | Unacceptable college-level work:  Come see me—I can help! | Unacceptable college-level work:  Come see me—I can help | Unacceptable college-level work--Come see me—I can help! |