|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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! |