

HISTORICAL ANALYSIS RUBRIC

	SUPERIOR	GOOD	COMPETENT	NON-PASSING
Intro: Clarity of problem, introduction to history	Persuasive, well-written and detailed intro identifies a pressing problem and explains a few key historical events/causes. Further, the intro acknowledges the complexity of the history, and provides a nuanced understanding of the key failures contributing to the problem.	Clear intro identifies a pressing problem and history/causes of this problem. While the intro is well-written and detailed, it may not address the complexity of the history. The understanding of the key failures contributing to the problem may be as nuanced as in superior essays.	The intro identifies a problem, and includes a description of the history/causes of this problem. The logical connection between problem and causes may be unclear in the intro, but are eventually explained in the essay.	While the intro may include a depiction of the problem or history, non-passing intros are often unclear about how the history/trends contributed to the current problem. The events described in the intro may be illogically connected to the problem, or may merely list similar events.
Quality and clarity of thesis	A well-written, precise and complex thesis provides structure to an analytical argument; the thesis addresses the most significant historical moments in the timeline of this problem (i.e., specific ecological, cultural, political, legislative, public opinion events and trends).	A complex thesis provides structure to an analytical argument; the thesis addresses some significant historical moments in the timeline of this problem (i.e., specific ecological, cultural, political, legislative, public opinion events and trends).	The thesis provides structure to an analytical argument; the thesis may not include specific historical moments in the timeline of this problem (i.e., particular ecological, cultural, political, legislative, public opinion events and trends), but these points are eventually covered in the essay.	A non-passing paper's thesis does not provide a clear structure to an analytical argument; or the argument advanced in the thesis is not fully developed in the body of the essay
Critical analysis	Incorporates critical thinking through evaluative analysis about the history of this problem. The very best essays also acknowledge various perspectives regarding the history of the problem.	Attempts evaluative analysis, and makes an effort to include alternative perspectives about the history of this problem.	Attempts evaluative analysis about the history of this problem, but often the points are more implicit than explicit.	A non-passing essay frequently has trouble developing evaluative analysis, tending to summarize related moments in history.
Development and organization of argument	Each historical point (process, event, trend, perception) chosen as a focus in the historical analysis is clearly articulated in a sequence of paragraphs. Each paragraph develops a single point, which is directly or indirectly introduced by a topic sentence; the relationships between the paragraphs are implicitly or explicitly signaled through transitional phrases. The reader can easily follow the writer's logical progression from one point to the next. At the same time, each major thesis point may take more than one paragraph to develop, but the progression of ideas remains clear.	A good paper offers each historical point in a clearly articulated in a sequence of paragraphs. While the organization of the essay may not be as developed or clear as in a superior essay, the writer makes a reasonable effort to develop a single point in each paragraph, with reasonably clear topic sentences. On the whole, the reader can follow the writer's logical progression from one point to the next.	A competent paper covers a number of clear historical points or trends, though the organization may not be as clear or as controlled as in better essays. The writer makes a reasonable effort to develop paragraphs, though some paragraphs may include more than one topic or may not provide clear topic sentences. On the whole, the reader can determine the writer's progression from one point to the next. There does seem to be an overall point being made	While a non-passing paper may include a number of historical points or trends, the organization of the essay is often illogical or unclear. A non-passing paper often fails to develop focused, unified paragraphs, or lacks a clear progression signaled by clear topic sentences. Non-passing papers are often marked by overly short, undeveloped paragraphs or by long, disorganized passages that are difficult to follow.
Graphic evidence	Graphic offers persuasive evidence for one of the essay's arguments. This graphic is woven into the argument using the 3-step method, and is properly cited.	Graphic offers strong evidence for one of the essay's arguments. This graphic is woven into the argument using the 3-step method, and is properly cited.	Graphic offers evidence for one of the essay's arguments. The writer attempts to weave the graphic into the argument using the 3-step method, and is properly cited.	Graphic does not provide evidence for one of the essay's arguments, is more decorative than persuasive or is missing entirely. This graphic may not be integrated or cited properly.
Research skills/Use of sources	Integrates substantial research from quality sources to both analyze and persuasively support this policy. The credibility of each source is described or implied; the sources are accurately portrayed, properly cited, and integrated within the argument. The writer's own argument is not overshadowed by the use of other voices; instead, the sources amplify and enhance the argument.	Integrates good research from quality sources to both analyze and support this policy. The credibility of each source is usually described or implied; the sources are accurately portrayed, properly cited, and integrated within the argument. The writer's own argument may sometimes be overshadowed; but, usually the sources amplify and enhance the argument.	Integrates credible research from good sources to support this policy. The credibility of each source may not always be described or implied, but the writer shows some skill in citing and integrating sources into the argument. The writer may struggle to maintain a voice within the context of the sources, but usually succeeds at using sources to make a clear point.	Does not integrate credible research, or lacks enough good sources to support this policy. Often, sources are not introduced or integrated effectively, and the writer's voice is overwhelmed by the sources. Often, non-passing papers rely too much on one or two key sources, and the writer relies on long passages of summary.
Academic ethos/Clarity of writing/ MLA formatting	Uses specific, academic diction and maintains a credible academic voice. It is virtually free of errors in mechanics, usage, grammar and spelling. MLA conventions followed throughout.	Usually maintains specific, academic diction and a credible academic voice. It is usually free of errors in mechanics, usage, grammar and spelling. Very minor errors in MLA conventions.	Attempts to use specific diction, but sometimes writes too informally for an academic audience. Minor errors are never so severe that the paper is unreadable. Some problems in MLA formatting.	May use improper diction for an academic audience or is marred by so many errors that the paper is difficult to follow. Frequent problems with MLA conventions.