

	<u>Excellent</u>	<u>Good</u>	<u>Needs</u> <u>Improvement</u>	<u>Poor</u>	<u>F</u>
Introduction/ Thesis Statement: 40% of final grade	<u>100 Points:</u> The introduction is engaging, provides the background material of the topic, previews the structure of the paper, and provides the author's sources and problems the author is addressing. The thesis statement is clear and concise and communicates the author's position.	<u>87.5 Points:</u> The introduction provides the background material of the topic, and provides the structure of the paper but it is not engaging. The author does not present the problems or the author's sources. The thesis statement is present but not entirely clear, making it difficult to understand the author's position.	<u>62.5 Points:</u> The introduction provides the background material but nothing else. The thesis statement is an opinion and not a statement of fact.	<u>25 Points:</u> The author has provided no background information. There is no thesis statement.	P I a g i a r i s m
Organization: 30% of final grade	<u>75 Points:</u> The author provides an introduction, supporting paragraphs, and a conclusion. The author uses the MEAL formula to construct each paragraph and there is a logical flow to the paper. The paper is analytical and not descriptive.	<u>62.5 Points:</u> The author provides an introduction, supporting paragraphs, and a conclusion. The author occasionally uses the MEAL formula but the flow of the paper is inconsistent. The paper is mostly analytical.	<u>50 Points:</u> The author provides an introduction, supporting paragraphs, and a conclusion but some sections are missing vital pieces of information. The author fails to use the MEAL formula and the paper does not flow logically. The paper is primarily descriptive.	<u>25 Points:</u> The paper has no clear structure and it is difficult to read and understand the author's argument. The paper is only descriptive.	P I a g i a r i s m

Evidence/ Citations: 20% of final grade	<u>50 Points:</u> The author uses the required two primary sources and three secondary sources. A university press published book was one of the secondary sources and an article from an academic journal was another. The evidence is compelling and supports the author's argument. The author uses Chicago style endnotes and bibliography, which are properly formatted throughout the paper.	<u>37.5 Points:</u> The author uses most of the required sources and the evidence does support the main argument. The author uses Chicago style endnotes for many of the citations but not all. The author uses Chicago style for the bibliography.	<u>25 Points:</u> The author only uses a couple pieces of evidence but they do not entirely support the main argument. The author attempts to use Chicago style but the formatting is incorrect.	<u>12.5 Points:</u> The author fails to use evidence to support their argument. The author did not attempt to use Chicago style formatting for citations and bibliography.	P I a g i a r i s m
Grammar: 10% of final grade	<u>25 Points:</u> There are no grammatical or spelling mistakes.	<u>20 Points:</u> There are some grammatical and spelling mistakes.	<u>12.5 Points:</u> There are many errors with grammar and spelling.	<u>7.5 Points:</u> The paper is riddled with grammar and spelling mistakes, which distracts the reader.	P I a g i a r i s m