**Unit 2 Test Long-Essay Grading Rubric**

|  |  |  |
| --- | --- | --- |
| A | B | C-D |
| There is a strong, clear and well-developed THESIS.  Thesis includes excellent reference to historically accurate evidence and counterarguments.  Thesis displays advanced-level of Analysis. | There is a clear THESIS but could be stronger and more-developed.  Thesis includes average reference to historically accurate evidence and counterarguments.  Thesis displays average-level of Analysis. | There is not a clear or developed THESIS.  Thesis does not include reference to historically accurate evidence and counterarguments.  Thesis does not have any Analysis. |
| Essay is supported with a breadth & variety of Historical EVIDENCE.  Essay utilizes accurate evidence that addresses all sides of the question.  There is an in-depth and accurate analysis of the evidence. | Essay has evidence, yet evidence needs more breadth and/or variety.  Essay utilizes some accurate evidence that may address some, but not all, sides of the question.  The analysis of the evidence is minimal or inaccurate. | Essay does not provide sufficient evidence as support.  Essay does not utilize accurate evidence or fails to address the question.  There is no analysis of the evidence. |
| Essay accurately EXPLAINS in DETAILS the relevance of the analyzed evidence to the thesis statement/claim.  The essay draws a strong CONCLUSION based upon this connection of the analyzed evidence to the claim. | Essay attempts to explain the relevance of the analyzed evidence to the thesis statement/claim but the explanation is minimal or inaccurate.  The essay attempts to draw a conclusion based upon this connection. | Essay does not explain the relevance of the analyzed evidence to the thesis statement/claim.  The essay does not draw a conclusion. |