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

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| 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.  |