

GRADE _____	<b>Content</b>
_____	Descriptive passages are intelligent, thorough, detailed, and creative
_____	Descriptive passages provide evidence for claims
_____	Who, what, where, and how questions are clearly answered
<b>Mechanics</b> (X means concept is <b>NOT</b> met)	
_____ Title page	_____ Essay shows mastery of primary and secondary sources
_____ Image included	_____ Bibliography shows thorough reading in topic area
_____ Stapled	_____ Appropriate historical background is provided for context
_____ Pages are numbered and the page minimum has been met	
_____ Essay has been carefully proofread	<b>Analysis</b>
_____ Words are spelled out, no contractions	_____ Essays explains the “why” of the subject
_____ There are <b>no</b> block quotes (quotes are woven into text)	_____ Evidence of original thought is included
_____ Inclusive language has been used	_____ Analysis is woven throughout the essay, not just tacked on at end
_____ Bibliography in the correct University of Chicago Style	_____ Thesis statement is proven throughout essay
_____ Correct English—punctuation, syntax, tense, agreement—with no awkward sentences	_____ Essay answers the “so what?” question
<b>Organization</b>	_____ Essay places the subject in a larger context or speculates on the future of topic
_____ The introduction contains a clear thesis statement	
_____ The thesis statement shows your “take” on the subject	
_____ Paragraphs have a topic sentence and supporting sentences	
_____ Paragraphs are in logical order and lead reader to the appropriate conclusion	
_____ A substantial conclusion, more than a paragraph, answers “so what” question and speculates.	