**Essay Rubric**

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| **Knowledge and Understanding** | | | | |
| **Writing Element** | **Limited**  ***15 to 17 marks*** | **Developing**  ***17.5 to 19½ marks*** | **Consolidating**  ***20 to 22 marks*** | **Excellent**  ***22.5 to 25 marks*** |
| **Knowledge of events relevant to the question** | Minimal understanding of historical events and concepts | Some significant details omitted | Significant details included and explanation indicates understanding. Some irrelevant details | **Clear understanding of the ‘big picture’**  **Detailed knowledge of relevant events** |

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| **Skills** | | | | |
| **Giving examples/ evidence**  **(quotes or actions) to support your point** | Either no evidence provided or very little – essay just ‘tells the story’ | Some effort made to use evidence. However, content is more descriptive than analytical | Strong attempt to support key points throughout. Significance of evidence requires more depth of explanation. | **All key points supported with specific examples/evidence, relevant to the focus of the question. The significance of each example is fully explained and adds to the meaning of the response. You are able to provide your own point of view at a sophisticated level.** |

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| **Organization** | | | | |
| **Paragraph structure** | No topic sentence  Little attempt made to stay on track in the paragraph  Concluding sentence unclear. | Topic sentence is very general  Paragraph not relevant to focus of the question.  Vague concluding sentence | Topic sentence is relevant to the focus of the question  The paragraph generally supports the topic sentence and the focus of the question but the ideas are not fully developed  The concluding sentence is relevant. | **The topic sentence is specified and grabs the reader’s attention**  **Each paragraph clearly focuses on answering the question, and has a clear sense of purpose. Ideas are fully developed and support the topic sentence**  **The final sentence clearly ends the paragraph or transitions into the next paragraph.** |
| **Overall essay structure** | Introduction and/or conclusion may not be present | Introduction vague. Conclusion does not tie up points. Body is disorganized | Strong attempt made to create an introduction and conclusion that have a clear purpose. Body is organized but occasionally off-track. | **Introduction clearly answers the question and outlines key points of the essay (topics of paragraphs)**  **Body is clearly organized in paragraphs. The structure helps to communicate meaning.**  **Conclusion ties up all points and leaves the reader thinking** |
| **Referencing** | No referencing provided | Either in-text citations or bibliography missing | In-text citations and bibliography provided | **In-text citations and bibliography provided. Recognized citation method used throughout** |

**Plan: \_\_\_\_\_**

**Draft: \_\_\_\_\_**

**Final Grade: \_\_\_\_\_\_\_\_\_\_\_**