

CATEGORY	5-EXCELLENT	4-VERY GOOD	3- AVERAGE	2- BELOW STANDARDS	1-SERIOUS IMPROVEMENT NEEDED	0-ELEMENT MISSING
INTRODUCTION	Includes a strong introduction, with 4-6 sentences that goes beyond a simple restatement of the historical context. Provides a clear thesis statement that states an argument for why this matters.	Includes a good introduction, with 4-6 sentences that goes beyond a simple restatement of the historical context. Provides a thesis statement that states an argument for why this matters.	Includes an introduction, with 4-6 sentences that restates the theme or historical context. Thesis statement is missing or vague.	Has a vague introduction with less than 4 sentences. Thesis statement is vague.	Has a vague introduction.	No introduction or thesis statement.
TASK AND DOCUMENTS	Thoroughly addresses all aspects of the task by accurately analyzing and interpreting at least XXX documents. Documents are indicated by their proper names.	Thoroughly addresses all aspects of the task by accurately analyzing and interpreting at least XXX documents. Documents are indicated by their proper names.	Addresses most aspects of the task or all aspects in a limited way. Incorporates some relevant information from the documents. Documents are indicated by their proper names.	Attempts to address some aspects of the task. Uses some information from the documents. Documents are indicated by their generic name or not at all.	Shows limited understanding of the task with vague, unclear references. Uses few or no documents. Documents are indicated by their generic name or not at all.	Does not utilize any documents.
OUTSIDE INFORMATION	Incorporates substantial relevant outside information.	Incorporates relevant outside information.	Incorporates limited outside information.	Incorporates limited or no outside information.		Provides no outside information.
CONTENT	Richly supports thesis with relevant facts, examples, and details—is more analytical than descriptive.	Supports thesis with relevant facts, examples, and details—may be more descriptive than analytical.	Uses some facts, examples, and details to support thesis—but is more descriptive than analytical.	Uses few facts, examples, and details—simply restates the contents of documents.	Uses few facts, examples, and details—simply restates the contents of documents. Information included may be incorrect.	Includes incorrect information and no original content.
ORGANIZATION	Essay is well organized and appropriate to the task, purpose, and audience.	Essay is well organized and appropriate to the task, purpose, and audience.	Writes a satisfactorily developed essay, demonstrating a general plan of organization.	Writes a poorly organized essay, lacking focus.	Attempts to complete the task, but demonstrates a major weakness in organization.	No apparent organization.
CONCLUSION	Includes a strong conclusion with 4-6 sentences that shows how the points made and the details and examples used were not random, but fit together.	Includes a conclusion with 4-6 sentences that shows how the points made and the details and examples used were not random, but fit together.	Includes a conclusion with 4-6 sentences that simply summarizes the information from the essay.	Has a vague or missing conclusion with less than 4 sentences that simply summarizes the information from the essay.	Has a vague conclusion.	No conclusion.
GRAMMAR	0-3 grammatical errors	4-6 grammatical errors	7-9 grammatical errors	10-12 grammatical errors	12-14 grammatical errors	15+ grammatical errors

TRANSITION WORDS AND PHRASES

Below are some examples of transitional words and phrases and the relationships they establish:

ADDITION: in addition, as a result, furthermore, consequently, otherwise, therefore

SEQUENCE: to begin with, at first, first, first of all, finally, meanwhile

ILLUSTRATION: for example, for instance, for one, for another, in illustration

CONSEQUENCE: as a result, consequently, otherwise

SUMMARY: all things considered, briefly, in any case, finally, all things said, in summary, to sum up, by and large, in any event, in final consideration

GENERALIZATION: for the most part, generally speaking, as a rule, more often than not, rarely

CONTRAST AND COMPARISON: conversely, on the one hand, on the other hand, likewise, similarly, instead, on the contrary, yet, by the same token, to the contrary

CONCESSION: be that as it may, however, in any event, nevertheless

RESTATEMENT: in essence, in other words, namely, that is to say

ESSAY EXPECTATIONS CHECKLIST

STUDENT	TEACHER
	Has an MLA heading
	Has a title
	Has a thesis
	Typed
	Spell/Grammar Check
	Did not use phrases like, "This essay will," or "In conclusion,"
	Did not use first person or second person (I, me, my, we, us, you, etc.)
	Has sentence fluency (do not list, avoid repetitious words, and sentence structures)
	DID NOT PLAGARIZE

DBQ GRADE: _____ / 35

COMMENTS:

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