

## Grading Rubric for Primary Source Paper Assignments

	A	B	C	D-F
<b>Description of Document (details about the document/author, motivation for creating the document, time period, audience)</b>	Details are comprehensive, including author's race, age, gender. Discussion of author's motivation for writing is clear. Speculation on intended audience is clear.	Document is described fairly well with some analysis of author's origin and motivation.	Simple description of document without much analysis of author's characteristics or motivation.	Information is conveyed in a confusing manner.
<b>Conclusions/Arguments</b>	Poses and answers question in a clear, detailed, well-defended thesis.	Poses and answers question, but fails to adequately defend thesis with details.	Attempts to address a question, but fails to form a thesis or defend it with details.	Fails to address a question.
<b>Time Period (larger conclusions, relation to larger issues raised in class)</b>	Uses evidence from source to support larger historical conclusions.	Names the time period in which the document was created. Adds detail about the time period and larger issues raised in class.	Names the time period in which the document was created, but does not use evidence to justify conclusion.	Fails to connect the document to larger issues.
<b>Mechanics of Writing</b>	Proper sentence and paragraph structure. No grammatical or spelling errors.	Good sentence and paragraph structure. Few grammatical or spelling errors. No major writing errors.	Poor sentence and paragraph structure. Some grammatical or spelling errors. Some major writing errors: comma splices, agreement problems, tenses.	Inadequate sentence and paragraph structure. Numerous grammatical or spelling errors. Major writing errors: comma splices, agreement problems, tenses.
<b>Additional Areas of Concern or Strength</b>				
<b>Paper Grade</b>				