Texas A&M International University  
Write on, TAMIU!  
Analytical Rubric for History

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Focus**

- Assignment is completely & clearly addressed
- Effective, though less detailed opening leads to central idea(s)
- Clear thesis stated explicitly
- Awareness of audience, situation, & occasion

**Organization & Development**

- Consistently logical & effective ¶ing & structure
- Smooth, sophisticated transitions between & within ¶s
- Body ¶s provide convincing & detailed evidence/examples
- Effective, thorough discussion & explanation of topic
- Interesting, effective, insightful conclusion
- Exceptional higher order critical thinking appropriate for History

**Style & Sentence Structure**

- Sophisticated, effective, appropriate diction
- Sophisticated, varied sentence length and structure
- Consistent tone and voice
- Consistently smooth, clear, readable syntax
- Free of sentence faults and errors
- No wordiness

- Usually logical & effective ¶ing & structure
- Mostly smooth transitions between & within ¶s
- Detailed evidence/examples in body ¶s with only occasional lapses
- Mostly convincing, competent discussion of topic
- Concludes paper effectively
- Frequent higher order critical thinking appropriate for History

- Occasionally inconsistent logic or unclear ¶ing & structure
- Occasional transitions between & within ¶s
- Body ¶s contain adequate but inconsistent levels of detailed evidence
- General, occasionally convincing discussion of topic
- Concludes adequately
- Adequate higher order critical thinking appropriate for History

- Rarely logical, mostly ineffective ¶ing
- Awkward or missing transitions between & within ¶s
- Body ¶s contain adequate but inconsistent levels of detailed evidence
- Inadequate evidence/examples in body ¶s or confusing explanations
- Rarely convincing discussion of topic
- Weak/mechanical/incomplete conclusion
- Infrequent higher order critical thinking appropriate for History

- No logic and no ¶ing
- No transitions
- Body ¶s provide random or no evidence, discussion, or explanation
- Ineffective, unconvincing discussion of topic
- Missing, ineffective, dull, incoherent, or irrelevant ending
- Lacks higher order critical thinking appropriate for History

- Often limited, frequently imprecise diction
- Mostly simple, rarely varied sentence length and structure
- Frequent inconsistent tone and voice
- Distracting, unidiomatic expressions & syntax
- Frequent errors
- Wordy

- Limited, imprecise diction prevents communication of complex ideas
- Unsophisticated or no variation in sentence length & structure
- Inconsistent, inappropriate tone and voice
- Unreadable
- Widespread errors
- Excessive wordiness
<table>
<thead>
<tr>
<th>Grammar &amp; Mechanics</th>
<th>Research</th>
</tr>
</thead>
</table>
| • Free of grammatical errors  
• Free of usage and mechanical errors  
• Appropriate/correct format  
• Consistently uses correct verb tense | • Consistently uses reliable, relevant, appropriate primary and secondary sources  
• Consistently & correctly cites sources following Chicago Style Manual  
• Unfailingly uses appropriate documentation  
• Complete absence of plagiarism  
• Thoughtful, insightful, effective synthesis of writer’s ideas with info from sources |
| • Few grammatical errors  
• Infrequent usage and mechanical errors  
• Appropriate/correct format  
• Usually uses correct verb tense | • Frequently uses reliable, relevant, appropriate primary and secondary sources  
• Infrequent errors citing sources following Chicago Style Manual  
• Few lapses in use of appropriate documentation  
• Complete absence of plagiarism  
• Frequent insightful synthesis of writer’s ideas with info from sources |
| • Some grammatical errors  
• Some usage or mechanical errors  
• Appropriate/correct format  
• Frequently does not use correct verb tense | • Uses primary and secondary sources, most of which are reliable, relevant, and appropriate  
• Occasional errors citing sources following Chicago Style Manual  
• Occasional lapses in use of appropriate documentation  
• Complete absence of plagiarism  
• Some effective synthesis of writer’s ideas with info from sources |
| • Distracting number of grammatical errors  
• Distracting number of usage or mechanical errors  
• Incorrect format  
• Often does not use correct verb tense | • Uses frequently unreliable or irrelevant primary and secondary sources  
• Frequent errors citing sources following Chicago Style Manual  
• Frequent lapses in use of appropriate documentation  
• Complete absence of plagiarism  
• Unsuccessfully attempts to synthesize writer’s ideas with info from sources |
| • Excessive errors in grammar or mechanical conventions  
• Distorted, obscured, or incomprehensible meaning  
• Inappropriate/incorrect format  
• Little or no use of correct verb tense | • Lacks sources or uses unreliable, irrelevant, inappropriate primary and secondary sources  
• Missing citations and has widespread errors citing sources following Chicago Style Manual  
• Little or no use of appropriate documentation  
• Evidence of plagiarism  
• No synthesis of writer’s ideas with info from sources |