	NAME					
Grade	Thesis	Method	Analysis	Structure	Logic and argument	Mechanics
		-[Method]	-[Analytical framework]			
A/A-	Makes an easily identifiable, plausible, novel, sophisticated argument about the state of the literature.	-Very clearly articulated analysis a. -Very close readings of primary sources -Concise, clear, rich summaries of secondary source arguments	-Very strong justification for analytical framework, rooted in the literature and historical questions -Very strong contextualization in secondary sources	-Argument clearly grounded in sources -Transitions in service of a broader argument -Very strong topic sentences -Very coherent paragraphs	-Logical flow, in service of identifiable argument. -Novel contributions.	-Excellent grammar, punctuation and diction. -Minimal to no spelling errors, no run-on-sentences or comma splices.
B+/B	Makes a Promising, but slightly unclear argument about the state of the literature..	- Clearly articulated analysis. - Close readings of primary sources, a few errors in interpretation - Summaries of secondary source arguments, may run on	- Stated reason for analytical framework, rooted in the literature and historical question. - Contextualization in secondary sources	-Argument grounded in sources - A few weak transitions - Generally strong topic sentences -Generally coherent paragraphs	- Logical flow, but relation to argument not always clear -Examples support most points, some inappropriate.	-Strong grammar, punctuation and diction, despite lapses. -May have run-on sentences or comma splices.
B-/C+	Unclear argument about the state of the literature. Provides little around which to structure the paper.	- Middling or vague analysis - Loose readings of primary sources, many errors in interpretation - Long summaries of secondary arguments, may run on, little analysis	- Weak reason for analytical framework - Minimal contextualization in secondary sources - Weak questions asked about primary sources	-Argument weakly grounded in sources - Many weak transitions - Generally weak topic sentences -Generally scattered paragraphs.	- None or weak logical flow -Few examples to support points, some inappropriate.	-Weak grammar, punctuation and diction, lapses. - Many run-on sentences or comma splices
C/C-	Difficult to identify any argument at all, may be bland restatement of an obvious point.	- No analysis sources, many errors in interpretation - Inaccurate summaries of arguments, or summaries disconnected from argument	- No analytical framework - Very few contextualization in secondary sources - No or incoherent questions asked about primary sources	-Unclear often because thesis is weak.	Few examples, ideas do not flow at all, usually because there is no argument to support.	Big problems in sentence structure, grammar and diction.