

WRITING RUBRIC - CRITERIA A

Instructions for Scorers

| | Exceptional | Skilled | Proficient | Developing | Inadequate |
|---------------------------------------|--|--|---|---|--|
| Criteria A - Constructing an argument | <ul style="list-style-type: none"> • Claim/thesis: Makes a clear, well-articulated, and compelling claim/thesis. <ul style="list-style-type: none"> - Stakes out a position and directly addresses the essay question. - Introduced early on in essay to structure argument. - Claim reflects appropriate nuance; cautious about dualistic or binary thinking. • Structure: Structured carefully to support the claim with a clear and coherent line of reasoning to conclusion. <ul style="list-style-type: none"> - Well-executed progression of ideas as each paragraph or point builds upon the last. - Logical and clear organization with a strong beginning, middle, and end, with a clear conclusion. - Conclusion supports essay's ideas and includes statement of significance or implications. - Sophisticated arrangement of content with evident transitions, connecting parts to construct a coherent essay. • Counterclaim: Fairly and effectively recognizes and refutes opposing claims. | <ul style="list-style-type: none"> • Claim/thesis: Makes an appropriate claim/thesis. <ul style="list-style-type: none"> - Stakes out a position related to the essay question. - Introduced early on in essay to structure argument. - Claim establishes an identifiable position, though it might reflect dualistic or binary thinking. • Structure: Structured to support the claim with a coherent line of reasoning to conclusion. <ul style="list-style-type: none"> - Logical and clear organization with a strong beginning, middle, and end, with a clear conclusion. - Conclusion supports essay's ideas, though lacks reference to significance or implications. - Essay uses some transitions to connect its parts. • Counterclaim: Recognizes and attempts to refute an opposing claim. | <ul style="list-style-type: none"> • Claim/thesis: Makes an appropriate claim/thesis. <ul style="list-style-type: none"> - Stakes out a position related to the essay question. - May not be introduced until the end of the essay, or is broken out over two or more paragraphs. - Claim establishes a position, though it might reflect dualistic or binary thinking. • Structure: Essay has a structure, but its sections do not always support the claim or connect to the conclusion. <ul style="list-style-type: none"> - Has a beginning, middle, and end, with a conclusion. - Conclusion makes brief or incomplete reference to the claim/thesis. - Essay lacks clear transitions. • Counterclaim: Might mention a counterclaim or ignore it completely. | <ul style="list-style-type: none"> • Claim/thesis: References the topic, but make no clear claim or thesis. • Structure: Essay attempts a structure but fails to link the sections to the claim, each other, or the conclusion. <ul style="list-style-type: none"> - Has a weak beginning, middle, and end. - Essay lacks transitions. • Counterclaim: Does not mention a counterclaim at all. | <ul style="list-style-type: none"> • Claim/thesis: Off topic. • Structure: Absence of structure or very limited attempt to organize essay. <ul style="list-style-type: none"> - Essay brief and does not fully address question. • Counterclaim: Does not mention a counterclaim at all. |



WRITING RUBRIC - CRITERIA B

| | Exceptional | Skilled | Proficient | Developing | Inadequate |
|--------------------------------------|---|---|--|---|--|
| Criteria B - Using texts as evidence | <ul style="list-style-type: none"> • Source: <ul style="list-style-type: none"> - Explicitly uses all but one of the available texts. - Clearly cites author or producer of the text by name. • Analysis: Consistently shows analytical reading of texts by: <ul style="list-style-type: none"> - Demonstrating careful understanding of each text. - Recognizing and explaining relevant discrepancies among sources. - Recognizing and explaining similarities among sources. - Recognizing the historical context of the documents. - Explaining corroboration among the texts. • Connection to claim: <ul style="list-style-type: none"> - Use of documents persuasively as evidence. - Strong use of facts, examples, and details to support claims. - Strong use of factual information, quotations, analogies, illustrations, or anecdotes to support claim. - Clearly and fully explains the relationship between the claims and the support (clear warrants). • Accuracy: Makes no errors of fact. | <ul style="list-style-type: none"> • Source: <ul style="list-style-type: none"> - Explicitly uses most of the available texts (six or more). - Cites all texts in some manner ("Text #1," for example). • Analysis: Shows analytical reading by: <ul style="list-style-type: none"> - Demonstrating understanding of each text. - Recognizing similarities among sources. - Occasionally recognizing the discrepancies among sources. - Corroborating or connecting two or more of the texts. • Connection to claim: <ul style="list-style-type: none"> - Use of documents as evidence - Use of some facts, examples, and details to support claims. - Explains the relationship between the claims and most of the texts. • Accuracy: Makes no errors of fact. | <ul style="list-style-type: none"> • Source: <ul style="list-style-type: none"> - Uses some of the available texts (three or more). - May not cite all of the texts in some manner ("Text #1," for example), but essay is clearly using three or more of the texts. • Analysis: Occasionally shows analytical reading of the texts by: <ul style="list-style-type: none"> - Demonstrating understanding of each text. - Recognizing similarities or discrepancies between two sources. • Connection to claim: <ul style="list-style-type: none"> - Does not use the documents as evidence; does not use texts to illustrate claims. - Use of some facts, examples and details—not texts—to support claims. - Mentions or hints at the relationship between the claim and the facts, but does no attempt to explain the relationship. • Accuracy: Makes one or two minor errors of fact | <ul style="list-style-type: none"> • Source: Mentions at least one or two texts. • Analysis: No analysis of sources, although there is some understanding of the texts used. • Connection to claim: <ul style="list-style-type: none"> - Does not use the texts to support or illustrate claims. - Minimal use of facts, examples or details—not texts—to support claims. • Accuracy: Makes many minor errors of fact (three or more) or a major, substantive error. | <ul style="list-style-type: none"> • Source: Makes no mention of provided texts to support or illustrate claims. • Analysis: <ul style="list-style-type: none"> - Essay is "support-free." - No use of evidence, examples, relevant details, analogies, or illustrations. • Accuracy: Makes major errors of fact. |



WRITING RUBRIC - CRITERIA C

| | Exceptional | Skilled | Proficient | Developing | Inadequate |
|------------------------------------|--|--|---|--|---|
| Criteria C - Applying BHP concepts | <ul style="list-style-type: none"> • Concepts: Effectively applies two or more BHP course-level concepts and/or unit-level concepts or ideas. <ul style="list-style-type: none"> - Demonstrates an understanding of the concepts. - Connects the concepts to the argument and/or evidence. - Avoids misconceptions of the concepts. • Content: Avoids errors in applying additional BHP facts or content to illustrate or support concepts and claims, or to inform the essay. | <ul style="list-style-type: none"> • Concepts: Applies one BHP course-level concept and/or unit-level concept or idea. <ul style="list-style-type: none"> - Demonstrates an understanding of the concept. - Connects the concept to the argument and/or evidence. - Avoids misconceptions of the concept. • Content: Avoids errors in applying additional BHP facts or content to illustrate or support concepts and claims, or to inform the essay. | <ul style="list-style-type: none"> • Concepts: Attempts to apply one BHP course-level concept and/or unit-level concept or idea. <ul style="list-style-type: none"> - Mentions a concept appropriately, but without fully articulating its meaning or connection to the argument. - Avoids explicit misconceptions of the concept. • Content: May make an occasional minor error in applying additional BHP facts or content in support of the claims, or to inform the essay. | <ul style="list-style-type: none"> • Concepts: Mentions at least one BHP course-level concept and/or unit-level concept or idea either incorrectly or inappropriately. <ul style="list-style-type: none"> - Mentions a concept. - Includes misconceptions of the concept. • Content: May make many minor errors or a major error in applying additional BHP facts or content. | <ul style="list-style-type: none"> • Concepts: No mention of BHP course-level concepts and/or unit-level concepts or ideas. |



WRITING RUBRIC - CRITERIA D

| Criteria D - Writing with appropriate mechanics | Exceptional | Skilled | Proficient | Developing | Inadequate |
|---|---|--|---|---|---|
| | <ul style="list-style-type: none"> • Language: Uses a variety of vivid, concise, and disciplinary-specific words. • Mechanics: <ul style="list-style-type: none"> - Writing is free of spelling and grammatical errors. - Needs little or no editing. • Tone/Voice: <ul style="list-style-type: none"> - Sophisticated and well-controlled sentences; uses variation. - Uses consistent voice and an objective tone appropriate for academic writing. - Uses style consistent with academic writing. | <ul style="list-style-type: none"> • Language: Uses concise and disciplinary-specific words. • Mechanics: <ul style="list-style-type: none"> - Writing has an occasional spelling or minor grammatical error. - Needs modest editing. • Tone/Voice: <ul style="list-style-type: none"> - Complete sentences with some variation. - Uses objective tone appropriate for academic writing. | <ul style="list-style-type: none"> • Language: Uses appropriate and specific words, although not necessarily reflecting the disciplines of history or the sciences. • Mechanics: <ul style="list-style-type: none"> - Writing has spelling, grammatical, and punctuation errors, but they do not impede readability or comprehension. - Needs editing. • Tone/Voice: Tone does not reflect academic writing (uses slang, for example). | <ul style="list-style-type: none"> • Language: Words used are occasionally vague, redundant, or misused. • Mechanics: <ul style="list-style-type: none"> - Writing has spelling, grammatical, and punctuation errors that hinder readability or comprehension. - Frequent errors in sentence or paragraph structure (incomplete or run-on sentences or paragraphs, for example). - Needs substantive editing. • Tone/Voice: Tone does not reflect academic writing (uses slang, for example). | <ul style="list-style-type: none"> • Language: Word choice is incorrect or distracting. • Mechanics: <ul style="list-style-type: none"> - Writing has spelling, grammatical, and punctuation errors that impede readability or comprehension. - Frequent errors in sentence or paragraph structure (incomplete or run-on sentences or paragraphs, for example). - Inadequate mechanics with consistent errors in punctuation, capitalization, and spelling. - Needs substantive editing. • Tone/Voice: Tone does not reflect academic or informal writing (uses slang, for example). |

