

WRITING RUBRIC

	Advanced	Proficient	Developing	Emerging
Claim and Focus* Make a clear claim about the topic early in the essay and focus on proving it.	The essay makes a precise and significant claim based on the topic and/or source(s). The essay maintains a strong focus on defending a directly stated position, using the whole essay to support and develop the claim and counterclaims while thoroughly addressing the demands of the prompt.	The essay makes a clear claim based on the topic and/or source(s). The essay maintains focus on defending an identifiable position, using most of the essay to support and develop the claim and counterclaims while addressing the demands of the prompt.	The essay makes a claim based on the topic and/or source(s), but it may not fully address the demands of the prompt. Counterclaims may not be acknowledged, and the essay may not stay focused on the purpose and task.	The essay makes an overly simplistic or vague claim, or a position on the topic and/or source(s) may not be stated. Counterclaims are not acknowledged, and the essay does not address the purpose, task, or demands of the prompt.
Analysis and Evidence Choose the right evidence and explain how it supports the claim and analysis.	The essay cites the most appropriate and valid evidence to support its claim, drawing information substantively from multiple sources to defend its position and effectively refute counterclaims. The essay demonstrates insightful reasoning and careful understanding of the sources, acknowledging inconsistencies or weaknesses in evidence, and fully explains the relationship between claims and support.	The essay cites sufficient and appropriate evidence to support its claim, drawing information from multiple sources to defend its position and refute counterclaims. The essay demonstrates reasoning and understanding of the sources, potentially acknowledging inconsistencies or weaknesses in evidence, and adequately explains the relationship between claims and support.	The essay cites evidence to support its claim, but it may be insufficient or draw unevenly from available sources. Support may be inadequate in defense of the position and refutation of the counterclaim or rely too heavily on summary. The essay demonstrates some reasoning and/or understanding of the sources, though explanations of the relationship between claims and support are not always clear.	The essay cites minimal or irrelevant evidence to support its claim. Support may rely primarily on opinion, reasoning, or summary of the source(s) without clear cited evidence. The essay demonstrates little to no reasoning and/or understanding of the sources. An explanation of the relationship between claims and support is not present.
Organization Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear.	The essay incorporates precise transitions within a sophisticated organizational structure that enhances the relationships between and among ideas and promotes cohesion and clarity. A well-executed, logical progression of ideas is clearly constructed, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay employs an organizational structure that shows the relationships between and among ideas, yielding a cohesive analysis. Clear transitions support a logical progression of ideas, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay uses a simplistic organizational structure, though relationships between ideas may not be consistently clear. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. A progression of ideas is evident, however, the introduction and/or conclusion may not be fully developed or follow from and support the claim and/or analysis.	An organizational structure is not evident, and relationships between ideas are not consistently clear. The essay may read as a series of unrelated ideas, as the absence of transitions makes it difficult to see connections among sections of the text. An introduction and/or conclusion is missing from the essay.



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<p>Language and Style</p> <p>Use specific, interesting language and clear sentence structure to communicate ideas.</p>	<p>The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.</p>	<p>The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.</p>	<p>The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. The essay contains some errors that may interfere with meaning.</p>	<p>The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.</p>
<p>Applying BHP Concepts†</p> <p>Choose and accurately apply the relevant BHP concepts in a way that shows understanding, and further supports the argument and evidence presented in the essay.</p>	<p>The essay effectively applies at least one BHP course-level concept and/or unit-level concept or content. The concept(s) or content are connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying BHP concepts or content, and the essay draws on both knowledge within the Investigation and the unit as well as knowledge beyond or outside the Investigation or unit. The essay demonstrates a clear understanding of the topic, the concepts, and the time period discussed in the essay. The essay makes use of broader historical or scientific knowledge than is located in the course.</p>	<p>The essay applies one BHP course-level concept and/or unit-level concept or content. The concept or content is connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying BHP concept or content to illustrate or support concepts and claims, or to inform the essay. The essay draws on both knowledge within the Investigation and the unit as well as knowledge beyond or outside the Investigation or unit. The essay might draw on broader historical or scientific knowledge than is located in the course to make claims, but might contain some inaccuracies.</p>	<p>The essay tries to apply at least one BHP course-level or unit-level concept or content, but does not fully articulate the concept's meaning or connection to the argument. It does avoid explicit misconceptions of the concept and may make an occasional minor error in applying BHP facts or concepts (that is, ones not found in the Investigation library) to illustrate or support concepts and claims, or to inform the essay. The essay does not draw on broader historical or scientific knowledge than is contained in the course.</p>	<p>The essay incorrectly or inappropriately mentions at least one BHP course-level concept and/or unit-level concept or content, and it may include misconceptions of that concept. The essay may make many minor errors or a major error in applying new BHP facts or concepts (that is, ones not found in the Investigation library). The student fails to use historical content in any meaningful way, and instead simply lists factors or describes elements of the topic.</p>

*Turnitin, LLC, created the first four rows of this rubric for use with their Revision Assistant and Turnitin tools.

†The “Applying BHP Concepts” row of the rubric should be used by teachers and students to assess student learning and understanding in this area. *Teachers should not assess student writing using Turnitin reports exclusively.*



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Name:

Date:

	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)	Score
Claim and Focus					
Analysis and Evidence					
Organization					
Language and Style					
Applying BHP Concepts					

Toal Score