

Mt. Lebanon School District U. S. History Essay Program Scoring Rubric

HISTORY TEACHER'S EVALUATION

	Advanced	Proficient	Basic	Below Basic	Irrelevant/Absent
Introduction <i>In 3-4 sentences, set the scene by providing info on the years leading up to the time period OR by introducing the big idea or concept in your essay</i>	Clearly demonstrates the background context or idea with depth and some detail. 10	Identifies the background context or idea with less depth or explanation. 9 8	Only suggests the time period before the prompt or offers general ideas. 7	Less than 3 sentences and only a basic identification of the time period or idea 6	Irrelevant and/or factually inaccurate Information given. 5 3 0
Thesis statement content <i>This must be the last sentence of the introductory paragraph</i>	Logical argument with a complex response to the prompt which includes a concession 10	Logical argument with limited complexity and includes a concession 9 8	Vague or simplistic argument in response to the prompt 7	Irrelevant and/or no presence of a how/why argument 6	Factually inaccurate and/or not related to the prompt. Absent. 5 3 0
Evidence	Most important evidence identified; extensive amount of evidence presented; no factual errors 35 34 33 32	Uses only some important evidence mixed with evidence that is accurate but less important 31 30 29 28	Limited amount of important evidence or significant factual errors 27 26 25	Insufficient or non-specific evidence or factual errors throughout essay 24 23 22 21	Little or no evidence related to the prompt. 18 15 10 5 0
Analysis <i>The argument is most effective when it examines and develops the "to what extent" part of the question</i>	Argument flows clearly with ideas building on each other; essay discusses the thesis and extent clearly and effectively. 35 34 33 32	Argument communicates ideas but some gaps exist in connection to the thesis/extent 31 30 29 28	Little explanation of the significance of evidence; facts listed but not clearly explained or connected to the thesis; limited extent is considered 27 26 25	Confused or contradictory argument; little connection to thesis; to what extent is not considered 24 23 22 21	Little or no analysis 18 15 10 5 0
Conclusion <i>Avoid over generalizations and clichés</i>	Multiple sentences that summarize the essay's argument in a broader historical perspective 10	Multiple sentences that summarize the thesis in a meaningful way 9 8	Multiple sentences that restate the thesis 7	Single sentence restatement of the thesis 6	Statement with flaws. Absent. 5 3 0

ENGLISH TEACHER'S EVALUATION

	Advanced	Proficient	Basic	Below Basic	Absent
Focus	Logical argument with a complex response to the prompt; essay has a distinct, clear argumentative purpose evident throughout; all ideas are relevant to advancing the argument 25 24 23	Logical argument with limited complexity; essay has argumentative purpose evident throughout, but not sharply defined; most ideas are relevant to advancing the argument 22 21	Vague or simplistic argument in response to the prompt; essay has an informative purpose rather than an argumentative one 19 18	Restatement of the prompt or factually inaccurate argument; incomplete, contradictory, or confused support and/or argument 17 15	Absent or not related to the prompt; the purpose of the essay is not evident or off task 12 7 0
Discussion of Evidence	Presentation of evidence is followed by thoughtful, effective analysis 20 18	Presentation of evidence is followed by adequate and competent analysis 17 16	Presentation of evidence is followed by minimal analysis 15 14	Presentation of evidence is followed by inadequate and/or confused analysis 13 12	Presentation of evidence is followed by no analysis or discussion not relevant to the topic 5 0
Organization	Demonstrates a fluid progression of ideas from the introductory paragraph through the concluding paragraph; displays mastery of structure; transitions are seamlessly integrated 25 24 23	Demonstrates an adequate progression of ideas from the introductory paragraph through the concluding paragraph; displays understanding of structure; transitions are evident throughout 22 21	Demonstrates inconsistent progression of ideas from the introductory paragraph through the concluding paragraph; displays limited understanding of structure; transitions are inadequate or inconsistent 19 18	Demonstrates inadequate progression of ideas from the introductory paragraph through the concluding paragraph; displays limited understanding of structure; transitions are absent 17 15	Demonstrates no progression of ideas from the introductory paragraph through the concluding paragraph; displays no understanding of structure; transitions are absent 12 7 0
Style	Characterized by the fluent and masterful use, arrangement, and variety of vocabulary and sentence structure to create tone and voice 15 14	Characterized by the adequate use, arrangement, and variety of vocabulary and sentence structure to create tone and voice 13 12	Characterized by the inconsistent use, arrangement, and variety of vocabulary and sentence structure to create tone and voice 11 10	Characterized by the problematic use, arrangement, and variety of vocabulary and sentence structure to create tone and voice 9 8	Characterized by the absence of any arrangement and variety of vocabulary and sentence structure to create tone and voice 5 0
Conventions	Essay is nearly error free. No errors obscure meaning. 15 14	Essay contains a few errors. No errors obscure meaning. 13 12	Essay contains errors that may obscure meaning or may distract the reader. 11 10	Essay contains a profusion of errors that obscure meaning or distract the reader 9 8	Essay contains so many errors that it is unreadable. 5 0

All papers will be scored by two readers: a history teacher who will evaluate content, analysis of evidence, and the writer's ability to place the thesis idea in the big picture of United States history, and an English teacher who will evaluate both the analysis of evidence and the characteristics of good writing.

English Teacher's Score _____ /100