

GRADING RUBRIC: ENDURING ISSUES ESSAY**Level 5**

- Contains a well-developed introduction and **thesis statement** that clearly identifies and accurately defines an enduring issue, establishes a claim that states why the issue is historically significant, and establishes categories for analysis that will help show how the issue has endured across time.
- All or nearly all **documents** are used and are properly cited. Points extracted from documents clearly and insightfully support elements of the thesis statement. A proper method of document citation is used.
- Presents detailed and sophisticated **analysis** that explains: why the enduring issue is significant; how it has affected or been affected by people; and how it has continued to be an issue or changed over time. The 'how' and 'why' of historical change is thoroughly and accurately explained.
- Incorporates extensive, accurate and relevant **outside information**.
- Essay is clearly **organized** and extremely well written. Very few, if any, errors in **spelling, grammar**, or sentence construction.

Level 4

- Contains an introduction and **thesis statement** that clearly identifies and accurately defines an enduring issue and establishes a claim that states why the issue is historically significant.
- More than half of the **documents** are used with clear understanding. Points extracted from documents address and fulfill the task in a sophisticated manner. A proper method of document citation is used.
- Essay contains substantial analysis. **All aspects of the task** are addressed, and several arguments are supported by explanations of 'how' and 'why' historical change occurred. May discuss one aspect more thoroughly than the other.
- Incorporates several pieces of **outside information** that are accurate, relevant, and specific.
- Essay is well-**organized**. Few errors in spelling, grammar, or sentence construction.

Level 3

- Contains an introduction and **thesis statement** that identifies and defines an enduring issue, and attempts to establish a claim that states why the issue is historically significant.
- At least half of the **documents** are used in a way that addresses the task in an accurate but general manner. A proper method of document citation is used.
- Essay contains analysis of some aspects of the question, but overall the tone is more **descriptive** than analytical. Historical change is discussed but not explained with 'how' or 'why'. **All aspects of the task** are addressed. May include minor inaccuracies.
- Incorporates limited **outside information**.
- Satisfactory **organization**. Some errors in spelling, grammar, and sentence construction, but errors do not interfere with meaning. Includes a conclusion.

Level 2

- Contains a limited, confused, and/or poorly developed introduction paragraph and **thesis statement**. May attempt to identify and define an enduring issue but does so in a manner that is incomplete or inaccurate.
- May quote or briefly cite a few **documents** in a manner that does not evidence solid understanding. Points from documents may be simply inserted into the essay.
- Essay is entirely **descriptive** and does not contain analysis. Accurate facts may be listed, but their causes and/or effects are not explained in any detail. May include substantial inaccuracies. **May not address all aspects** of the task.
- No relevant, specific **outside information** is evident.
- Demonstrates weakness in organization. Many errors in **spelling, grammar**, and sentence construction that inhibit understanding. May lack a conclusion.

Level 1

- No attempt at an introduction or **thesis statement** has been made, or the introduction paragraph is not clearly separated from the body of the essay.
- Shows poor understanding of the task with vague, unclear references to the **documents**, or may fail to cite documents all together.
- Arguments do not clearly relate to the issues of the task. Statements may be extremely general or vague.
- No outside information whatsoever.
- Exhibits major weaknesses in organization and mechanics. Fails to fill the requirements of the task.

SCORING:

5 ≈ 97%

4.5 ≈ 92%

4 ≈ 87%

3.5 ≈ 82%

3 ≈ 77%

2.5 ≈ 72%

2 ≈ 67%

1.5 ≈ 62%

1 ≈ 0- 57%

Score of 0-56: Essay fails to adequately develop the task; *or* includes no relevant facts, examples, or details; *or* includes only information copied from the question and/or documents; *or* is illegible; *or* is a blank paper.