

Historical Writing Analysis Rubric for Argumentative Writing

Score	Content	Substantiation and Evaluation of Evidence		Organization and Language	
		Substantiation	Evaluation of Evidence	Organization	Language and Vocabulary
4	<p>The historical content selected:</p> <ul style="list-style-type: none"> Clearly relates to the claim and provides a clear context based in historical content. The writer notes relationships between historical events, or situates the documents (both primary and corroborating secondary sources) or argument in their historical setting. Demonstrates an understanding of the time period. 	<p>The response selects and integrates evidence that advances the writer’s argument.</p> <ul style="list-style-type: none"> The position is clear. Strong use of evidence to support a claim. Evidence selected to support a claim is fully explained. Evidence is clearly drawn from the documents to support the claim. 	<p>The response provides thorough and convincing analysis of the evidence selected.</p> <ul style="list-style-type: none"> The strength of the evidence is evaluated to add support to the reasoning. Strong evaluation of the perspectives or context of sources used. Effective use of a variety of evaluative techniques 	<p>The response has a clear and effective organizational structure.</p> <ul style="list-style-type: none"> Effective, consistent use of a variety of transitions Logical progression of ideas from beginning to end Effective introduction and conclusion for audience and purpose Strong connections among ideas with some syntactic variety 	<p>The response clearly and effectively expresses ideas, using precise language.</p> <ul style="list-style-type: none"> Use of academic and domain-specific vocabulary is clearly appropriate for audience and purpose

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3	<p>The historical content selected:</p> <ul style="list-style-type: none"> Relates to the claim and/or provides a clear context in historical content The writer adequately notes relationships between historical events or situates the documents (both primary and corroborating secondary sources) or argument in their historical setting. Demonstrates an understanding of the time period. 	<p>The response uses either evidence or explanation to advance the writer's argument.</p> <ul style="list-style-type: none"> The position is mostly clear. Use of evidence and/or explanation to support a claim. Most evidence is drawn from the documents and supports claim. 	<p>The response includes evaluation of most of the evidence.</p> <ul style="list-style-type: none"> The strength of the evidence is evaluated to a moderate degree adding some support to the reasoning. Adequate evaluation of the perspectives or context of sources used. Adequate use of some evaluative techniques 	<p>The response has a clear and effective organizational structure.</p> <ul style="list-style-type: none"> Adequate use of transitional strategies with some variety Adequate progression of ideas from beginning to end Adequate introduction and conclusion Adequate, if slightly inconsistent, connection among ideas 	<p>The response adequately expresses ideas, using more general language.</p> <ul style="list-style-type: none"> Use of academic and domain-specific vocabulary is generally appropriate for audience and purpose

Adapted from the Smarter Balanced Assessment Consortium

Adapted from Reading, Thinking, and Writing About History (2014) by C. Monte-Sano, S. De La Paz, M. Felton. NY: Teachers College Press.

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		Substantiation	Evaluation of Evidence	Organization	Language and Vocabulary
2	<p>The historical content selected:</p> <ul style="list-style-type: none"> Somewhat relates to the claim and includes factual details about the context of the primary or corroborating secondary documents themselves. Presents an inconsistent interpretation of historical events, weakly grounded in evidence Demonstrates a limited understanding of the time period. 	<p>The response provides limited support/evidence for the writer's claim that includes the use of some facts and details.</p> <ul style="list-style-type: none"> The position is somewhat clear. There is some support in the essay for the claim. Evidence may not be drawn from the documents. 	<p>The response provides limited evaluation of evidence selected.</p> <ul style="list-style-type: none"> Use of evidence from primary/secondary sources is weakly integrated Limited evaluation of the perspectives or context of sources used. Weak or uneven evaluative techniques 	<p>The response has an inconsistent organization and flaws are evident.</p> <ul style="list-style-type: none"> Inconsistent use of basic transitional strategies with little variety Uneven progression of ideas from beginning to end Conclusion and introduction, if present, are weak Weak connections between ideas 	<p>The response unclearly expresses ideas, using imprecise language.</p> <ul style="list-style-type: none"> Use of academic and domain-specific may at times be inappropriate for the audience and purpose

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		Substantiation	Evaluation of Evidence	Organization	Language and Vocabulary
1	<p>The historical content selected:</p> <ul style="list-style-type: none"> Does not relate to the claim (if present) or provide a clear context based in historical content. Does not incorporate either primary or corroborating secondary sources. Presents an inconsistent interpretation of historical events, not grounded in evidence. 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of primary/secondary sources, facts, and details.</p> <ul style="list-style-type: none"> The position is unclear. If present claim may be confusing or ambiguous Evidence is not drawn from the documents 	<p>The response includes minimal evaluation of evidence.</p> <ul style="list-style-type: none"> Use of evidence from primary and/or secondary sources is minimal, absent, in error, or irrelevant Presents evidence from documents as student's own perspective. 	<p>The response has a no discernible organizational structure:</p> <ul style="list-style-type: none"> Few or no transitional strategies are evident Frequent extraneous ideas may intrude 	<p>The expression of ideas is vague, lacks clarity, or is confusing.</p> <ul style="list-style-type: none"> Uses limited language of domain-specific vocabulary May have little sense of audience and purpose

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