RUBRIC

Bullet 1 (the extent to which students address the task)
Score

5 Thoroughly develops all aspects of the task evenly and in depth
4 Develops all aspects of the task but may do so somewhat unevenly
3 Develops all aspects of the task with little depth *or* develops most aspects of the task in some depth
2 Minimally develops all aspects of the task *or* develops some aspects of the task in some depth
1 Minimally develops some aspects of the task

Bullet 2 (the extent to which students utilize higher thinking skills in their response)
Score

5 Is more analytical than descriptive (applies, analyzes, evaluates, and/or creates information)
4 Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
3 Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
2 Is primarily descriptive; may include faulty, weak, or isolated application or analysis
1 Is descriptive; may lack understanding, application, or analysis

Bullet 3 (the extent to which students support their ideas with facts, examples, and details)
Score

5 Richly supports the theme with many relevant facts, examples, and details
4 Supports the theme with relevant facts, examples, and details
3 Includes some relevant facts, examples, and details; may include some minor inaccuracies
2 Includes few relevant facts, examples, and details; may include some inaccuracies
1 Includes few relevant facts, examples, or details; may include inaccuracies

Bullet 4 (the extent to which students organize and develop a social studies essay)
Score

5 Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
4 Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
3 Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme
2 Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion
1 May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion