**US History Historical PSD Project Rubric**

**WRITING RUBRIC: Annotations Student: ­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Scores** |

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| **Statement of Purpose/Focus**  |

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|  **Evidence,** **Understanding &** **Citations**  |

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|  **Organization**  |

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|  **Conventions**  |

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| **A (4)****EXCEEDS****THE STANDARD***(Advanced application of skill)*10 S E O C9.5 S E O C9 S E O C |

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| The response is **fully sustained and consistently and purposefully focused:** • annotations is clearly stated, focused and strongly maintained • the annotations information is clearly relate to the context the topic  |

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| The response provides **thorough and convincing support/evidence** . It includes the **effective use of sources, facts, and details.** The response achieves **substantial Historical depth** that is **specific and relevant**: • **evidence** selected from sources is smoothly integrated, relevant, and concrete (specific) • **plenty of MLA parenthetical citations** are used to cite evidence (and most are formatted properly)  |

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| The response has a **clear and effective organizational structure**, creating unity and completeness: • **effective use of formatting and sequence** • logical progression of ideas from beginning to end • strong connections among ideas, with some syntactic variety  |

 | The response demonstrates **a****strong command of conventions**:• **few, if any, errors are present in usage** (grammar) and sentenceformation• **effective and consistent use** of punctuation, capitalization, and spelling.Effective sentence fluency |
| **B (3)****MEETS****THE STANDARD***(Solid application of skill)*8.5 S E O C8 S E O C |

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| The response is **adequately sustained and generally focused:** • annotations is clear and for the most part maintained, though some loosely related material may be present • context provided for the annotation is adequately related to the topic  |

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| The response provides **adequate support/evidence.** It includes **sufficient use of sources, facts, and details.** The response achieves **some Historical depth and** **specificity** but is often general in nature: • **evidence** selected from sources is adequately integrated, and often relevant and concrete (with some exceptions) • **a sufficient number of MLA parenthetical citations** are used to cite evidence, although some may be inconsistent or imprecise  |

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| The response has **an evident organizational structure** and a sense of completeness, though **there may be minor flaws and some ideas may be loosely connected**: • **adequate use of formatting and sequence** • adequate progression of ideas from beginning to end • adequate, if slightly inconsistent, connection among ideas  |

 | The response demonstrates **an****adequate command of****conventions:**• **some errors in usage**(grammar) and sentenceformation may be present, but **no systematic pattern of errors is displayed**• **adequate use** of punctuation,capitalization, and spellingAdequate but not consistent sentence fluency |
| **C (2)****NEARLY MEETS****THE STANDARD***(Partial application of skill)*7.5 S E O C7 S E O C |

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| The response is **somewhat sustained and may have a minor drift in focus:** • **Annotations not** clearly focused and is insufficiently sustained. Irrelevant material may be present • **Annotations** may be somewhat unclear, unfocused, and there not attempt to relate it to the topic. Response is too limited to provide any information needed for annotations  |

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| The response provides **uneven, cursory support/evidence**. It includes **partial or uneven use of sources, facts, and details.** The response achieves **little Historical depth**: • evidence from sources is weakly integrated and inconsistently relevant or concrete (specific) • few MLA parenthetical citations are used to cite evidence • if sufficient citations are present, they are usually incomplete or incorrectly done  |

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| The response has an **inconsistent organizational** **structure** and flaws are evident: • **formatting and sequence, if present, are weak and should be revised** • uneven progression of ideas from beginning to end • weak connection among ideas  |

 | The response demonstrates **a****partial command of conventions:**• **frequent errors in usage**(grammar) may obscure meaning• **noticeably inconsistent use** of punctuation, capitalization, and spellingLimited to no sentence fluency |
| **D (1)****BEGINNING****TO ADDRESS THE STANDARD***(Minimal application of skill)*6.5 S E O C 6 S E O C | The response **may be related to the purpose but may offer little or no focus (or little relevant** **detail)** • may be very brief • may have a major drift • Annotation may be confusing or ambiguous  | The response provides **minimal support/evidence** for the writer’s thesis (main claim). It includes **little or no use of sources, facts,** **and details:** • use of evidence from sources is minimal, absent, in error, or irrelevant • there may be no MLA parenthetical citations in the paper  | The response has **little or no discernible organizational structure**: • lacks required formatting and sequence • frequent extraneous ideas may intrude, making the paper difficult to follow  | The response demonstrates **a****lack of command of****conventions:**• **errors** in usage, sentenceformation, punctuation,capitalization and spelling **are****frequent** and **obscure meaning on multiple occasions****lacking all sentence fluency** |

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| **F (1)****Incomplete**5 S E O C4 S E O C3 S E O C2 S E O C1 S E O C | Response is not related to the purpose and has no focus ( no relevant detail)Response is confusing or missing | Little understanding of the topic, many aspects remain unaddressed. The content is too vague or contains mostly irrelevant details or many inaccuracies | The paper is unorganized, like a random collection of ideas and details, lacking a focus | A large number of errors in conventions distracts the reader and makes the writing difficult to read |

**WRITING RUBRIC: Argumentative Paper**

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| **Scores** | **STATEMENT OF****PURPOSE /****FOCUS:****Thesis and****Topic Sentences** | **EVIDENCE AND****CITATIONS** | **ORGANIZATION** | **CONVENTIONS** |

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| **A (4)****EXCEEDS****THE STANDARD***(Advanced application of skill)*10 S E O C9.5 S E O C9 S E O C | The response is **fully sustained and consistently and purposefully focused:**• thesis (main claim) is clearly stated, focused and strongly maintained through **the use of** **claim** (or counterclaim) **topic****sentences (reasons)** and quality concluding sentences• alternate claims or counterclaims are clearly and adequately addressed• thesis is introduced andcommunicated clearly within the context | The response provides **thorough and convincing support/evidence** for the writer’s thesis(main claim). It includes the **effective use of sources, facts, and details.** The responseachieves **substantial depth** thatis **specific and relevant**:• **evidence** selected from sources is smoothly integrated, relevant, and concrete (specific)• **plenty of MLA parenthetical citations** are used to citeevidence (and most are formattedproperly) | The response has a **clear and effective organizational structure**, creating unity andcompleteness:• **effective introduction and conclusion** for audience andpurpose• effective, consistent use of a variety of transitional strategies• logical progression of ideas from beginning to end• strong connections among ideas, with some syntactic variety | The response demonstrates **a****strong command of conventions**:• **few, if any, errors are present in usage** (grammar) and sentenceformation• **effective and consistent use** of punctuation, capitalization, and spelling.Effective sentence fluency |
| **B (3)****MEETS****THE STANDARD***(Solid application of skill)*8.5 S E O C8 S E O C | The response is **adequately sustained and generally focused:**• thesis (main claim) is clear and for the most part maintained, though some loosely related material may be present• **most** (not necessarily all) t**opic sentences are claims** (oralternate claims or counterclaims) that sustain the thesis• context provided for the thesis is adequate• there is a clear, but incomplete, attempt to address alternate claims or counterclaims | The response provides **adequate support/evidence** for the writer’sthesis (main claim). It includes **sufficient use of sources, facts, and details.** The responseachieves **some depth and****specificity** but is often general in nature:• **evidence** selected from sources is adequately integrated, and often relevant and concrete (with some exceptions)• **a sufficient number of MLA parenthetical citations** are usedto cite evidence, although some may be inconsistent or imprecise | The response has **an evident organizational structure** and asense of completeness, though **there may be minor flaws and some ideas may be loosely connected**:• **adequate introduction and conclusion**• adequate use of transitionalstrategies, with some variety• adequate progression of ideas from beginning to end• adequate, if slightly inconsistent, connection among ideas | The response demonstrates **an****adequate command of****conventions:**• **some errors in usage**(grammar) and sentenceformation may be present, but **no systematic pattern of errors is displayed**• **adequate use** of punctuation,capitalization, and spellingAdequate but not consistent sentence fluency |
| **C (2)****NEARLY MEETS****THE STANDARD***(Partial application of skill)*7.5 S E O C7 S E O C | The response is **somewhat sustained and may have a minor drift in focus:**• **may be** clearly focused on the thesis (main claim) but is insufficiently sustained (multiple topic sentences are not clearly stated claim topic sentences)• **conversely,** thesis (main claim on the issue) may be somewhat unclear and unfocused• **counterclaims are not adequately addressed**, or theattempt is too minimal to be successful | The response provides **uneven, cursory support/evidence** forthe writer’s thesis (main claim). Itincludes **partial or uneven use of sources, facts, and details.** Theresponse achieves **little depth**:• evidence from sources is weakly integrated and inconsistently relevant or concrete (specific)• too few MLA parentheticalcitations are used to cite evidence• **conversely,** if sufficient citations are present, they are usually incomplete or incorrectly done) | The response has **an****inconsistent organizational****structure** and flaws are evident:• **introduction and / or conclusion, if present, are weak and should be revised**• inconsistent use of basictransitional strategies, with little variety• uneven progression of ideas from beginning to end• weak connection among ideas | The response demonstrates **a****partial command of conventions:**• **frequent errors in usage**(grammar) may obscure meaning• **noticeably inconsistent use** of punctuation, capitalization, and spellingLimited to no sentence fluency |
| **D (1)****BEGINNING****TO ADDRESS THE STANDARD***(Minimal application of skill)*6.5 S E O C 6 S E O C | The response **may be related to the purpose but may offer little or no focus (or little relevant****detail)**• may be very brief• may have a major drift• thesis (main claim) may be confusing or ambiguous• **most topic sentences are not claim topic sentences** (reasons)that explain or advance theargument• **no counterclaims are****presented** | The response provides **minimal support/evidence** for the writer’sthesis (main claim). It includes **little or no use of sources, facts,****and details**:• use of evidence from sources is minimal, absent, in error, or irrelevant• there may be no MLAparenthetical citations in the paper | The response has **little or no discernible organizational structure**:• lacks a traditional introduction and / or conclusion• few or no basic transitionalstrategies are evident• frequent extraneous ideas may intrude, making the paper difficult to follow | The response demonstrates **a****lack of command of****conventions:**• **errors** in usage, sentenceformation, punctuation,capitalization and spelling **are****frequent** and **obscure meaning on multiple occasions****lacking all sentence fluency** |

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| **F (1)****Incomplete**5 S E O C4 S E O C3 S E O C2 S E O C1 S E O C | Response is not related to the purpose and has no focus ( no relevant detail)Thesis and topic ideas are confusing or missing | Little understanding of the topic, many aspects remain unaddressed. The content is too vague or contains mostly irrelevant details or many inaccuracies | The paper is unorganized, like a random collection of ideas and details, lacking a focus | A large number of errors in conventions distracts the reader and makes the writing difficult to read |

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Each project score below will be entered into Jupiter as a separate line item assessment grade**

**Basic project requirements grade: (4 points)** title page, table of contents, primary source document, bibliography, pictures, and note cards

**1 2 3 4 Score: \_\_\_\_\_\_\_\_\_\_\_**

**Basic written requirement: (4 points)** research paper and annotations

**1 2 3 4 Score: \_\_\_\_\_\_\_\_\_\_\_**

**Research Paper Rubric (16 points) Score:\_\_\_\_\_\_\_\_\_\_\_**

**Research Annotations Rubric (16 points) Score:\_\_\_\_\_\_\_\_\_\_\_**

**Rough Draft annotations/research paper (4 points) Score:\_\_\_\_\_\_\_\_\_\_\_**

**Final Project Grade Score: /44**