

Rubric for the Graphic Organizer Answers to the Essential Questions:

	Advanced 4	Proficient 3	Needs Improvement 2	Failed 1	Student Score
Re-states the Question	<ul style="list-style-type: none"> Clearly visible and accurate 	<ul style="list-style-type: none"> Hard to find but accurate. 	<ul style="list-style-type: none"> Hard to find and inaccurate 	<ul style="list-style-type: none"> No 	x2 _____
Defines key terms necessary for answering the question	<ul style="list-style-type: none"> Student identifies the key terms either explicitly or implicitly mentioned in the prompt and expertly defines them in relation to the thrust of the thesis. 	<ul style="list-style-type: none"> Student identifies the key terms either explicitly or implicitly mentioned in the prompt and accurately defines them. 	<ul style="list-style-type: none"> Student identifies the key terms either explicitly or implicitly mentioned in the prompt and adequately defines them. 	<ul style="list-style-type: none"> Student fails to identify and define the key terms either explicitly or implicitly mentioned in the prompt 	x3 _____
Addresses all parts of the question in a C/SD3R Thesis	<ul style="list-style-type: none"> Student presents an analytically sophisticated, historically accurate, cogent and well structured thesis that addresses all parts of the question. 	<ul style="list-style-type: none"> Student presents a well structured, historically accurate thesis that addresses all parts of the question. 	<ul style="list-style-type: none"> Student presents a thesis that addresses all parts of the question but is weak analytically or is historically inaccurate 	<ul style="list-style-type: none"> Student presents a thesis that fails to address all parts of the question. Student does not provide a thesis. Thesis is implausible 	x5 _____
Graphically shows the relationship between the reason and the thesis and among the reason.	<ul style="list-style-type: none"> Student uses shapes and arrows to very clearly show the relationship between each reason and the thesis and among the reasons. 	<ul style="list-style-type: none"> Student uses shapes and arrows to show the relationship between each reason and the thesis and among the reasons. 	<ul style="list-style-type: none"> Student uses shapes and arrows to show the relationship between each reason and the thesis and among the reasons. But when you take a step back it is muddled and confusing. Come May it is useless. 	<ul style="list-style-type: none"> It is a train wreck of crammed content It is a first draft It looks like it was done in home room. 	x6 _____
Uses evidence as building blocks to support the argument. Bold each block.	<ul style="list-style-type: none"> 6+ blocks(person, event, or concept) from the unit study list used for each reason. 	<ul style="list-style-type: none"> Only 5-4 blocks (person, event, or concept) from the unit study list used for some reasons. 	<ul style="list-style-type: none"> Only 3-2 blocks (person, event, or concept) from the unit study list used for some reasons. 	<ul style="list-style-type: none"> Only 2-0 blocks (person, event, or concept) from the unit study list used for some reasons. 	x4 _____
Description of each bullet captures the relevant core aspects of that bullet and the analysis of the bullet links it back to the thesis.	<ul style="list-style-type: none"> Student accurately identifies each bullet and the analysis of it always clearly links it back to the thesis. 	<ul style="list-style-type: none"> Student accurately identifies each bullet and usually the analysis of it clearly links it back to the thesis. 	<ul style="list-style-type: none"> Student accurately identifies most bullets and usually the analysis of it clearly links it back to the thesis. 	<ul style="list-style-type: none"> Student accurately identifies less than half of the bullets and rarely does the analysis of them clearly link back to the thesis. Students who scored in 'failed' for using enough bullets will fails this section. 	x5 _____

Student Score: _____ / 100
