

Essay 1

2015 AP/Honors Document Based Question Rubric (7 Point Scale)

**A. Thesis: 0-1 Point** Skills assessed: **Argumentation + targeted skill =**

States a thesis which directly addresses all parts of the question with clear & distinct supporting points. Thesis must do more than simply restate the question. /1 Point

**B. Analysis of historical evidence and support of the argument: 0-4 Points**

Skills assessed: **Use of Evidence, Argumentation + targeted skill =**

**Analysis of Documents: 0-3 Points** 3 /3 Points

1 POINT	2 POINTS	3 POINTS
Offers plausible analysis of the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.	Offers plausible analysis of BOTH the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument AND complete at least ONE of the following for the majority of the documents: <ul style="list-style-type: none"> <li>• Intended audience</li> <li>• Purpose</li> <li>• Historical context</li> <li>• Author's perspective</li> </ul>	Offers plausible analysis of BOTH the content of all or all but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument AND complete at least ONE of the following for all or all but one of the documents: <ul style="list-style-type: none"> <li>• Intended audience</li> <li>• Purpose</li> <li>• Historical context</li> <li>• Author's perspective</li> </ul>

**Analysis of Outside Examples to Support Thesis/Argument: 0-1 Points**

Offers plausible analysis of historical examples beyond/outside the document to support the stated thesis or a relevant argument /1 Point

**C. Contextualization: 0-1 Point** Skill assessed: **Contextualization**

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes /1 Point

**D. Synthesis: 0-1 Point** Skill assessed: **Synthesis**

Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing ONE or more of the following as relevant to the question: /1 Point

1 POINT	1 POINT	1 POINT	1 POINT
Appropriately extends or modifies the stated thesis or argument  1	Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument 1	Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances  1	Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument

**TOTAL POINTS:** 7 /7 Points

Raw Score	7	6	5	4	3	2	1	0
Conversion	96	89	82	72	65	58	50	0

Your Score: \_\_\_\_\_  
 Essay 1  
 99/100  
 7/7

General Comments & Feedback:  
 1

Essays 1 (red)

## 6 Trait Information Writing Rubric

### Ideas

- 6**
- ✓ — Clear, focused, explicit thesis -- writer has a vision
  - ✓ — Expansively, accurately responds to the prompt
  - ✓ — Synthesizes information from multiple sources (i.e. all or all but one of the docs, and plenty of outside knowledge)
  - ✓ — Offers support and examples that enhance reader's understanding
- 5**
- Clear, focused thesis
  - Accurately responds to the prompt
  - Synthesizes information from multiple sources (i.e. a five of the docs, and plenty of outside knowledge)
  - Offers credible, helpful support and examples
- 4**
- Thesis easy to identify
  - Acceptably responds to the prompt
  - Synthesizes information from multiple sources (i.e. four of the docs, and plenty of outside knowledge)
  - Offers some support for or expansion of main topic
- 
- 3**
- Thesis can be inferred
  - Gives broad brushstroke view of topic
  - Synthesizes information from multiple sources (i.e. less than four of the docs, and some outside knowledge)
  - Evidence and support sketchy, limited
- 2**
- Thesis still emerging
  - Insufficient knowledge leaves many questions unanswered
  - Broad generalizations, lists of undeveloped ideas
  - Unsupported assertions, observations
- 1**
- No thesis -- topic undefined
  - No informational base, reader left with many questions
  - Best guesses, random thoughts
  - Writing mainly to fill page

### Organization

- 6**
- ✓ — Thoughtful structure guides reader purposefully from point to point
  - ✓ — Lead sets up discussion, ending helps reader draw conclusions
  - ✓ — Transitions suggest connections reader might not think of
  - ✓ — Design/structure supports reader's understanding of the topic
- 5**
- Design/structure supports development of thesis
  - Lead introduces topic, ending brings discussion to closure
  - Transitions make important connections clear
  - Design/structure makes discussion easy to follow
- 4**
- Design/structure lets reader follow discussion without difficulty
  - Functional lead kicks things off, conclusion signals end of discussion
  - Helpful transitions often suggest connections
  - Structure helpful, though sometimes predictable
- 
- 3**
- Reader must work to stay on track -- OR he or she always knows what's coming.
  - Lead creates unfulfilled expectations, ending seems abrupt
  - Transitions sometimes missing or unclear
  - Reader must pause or reread -- OR everything is predictable
- 2**
- Reader asks, "Where is this going?"
  - Lead does not set up discussion, ending provides no resolution
  - Transitions unclear, missing, or not helpful in linking ideas
  - Information comes at the wrong time -- or is continually repeated
- 1**
- Reader feels lost
  - Starts right in (no lead) -- perhaps points *aren't* connected
  - Transitions missing -- perhaps points *aren't* connected
  - Nothing seems related to anything else -- a random list.



## Sentence Fluency

- 6
- Sentences consistently clear, direct, to the point
  - Text both graceful and designed to promote rapid, easy reading
  - ✓ — Purposeful beginnings and transitions help reader follow the text.
  - ✓ — Sentences are varied and balanced -- no extremes of long or short.
- 5
- ✓ — Sentence structure clear and direct
  - ✓ — Smooth phrasing enhances readability
  - Purposeful beginnings and transitions connect ideas
  - Sentences are balanced without extremes of long or short
- 4
- Sentences clear and readable
  - No noticeable awkward moments to slow reader
  - Possible repetition -- more transitions would help
  - Sentences could use some variety -- nothing overly long or short
- 
- 3
- Careful reading required
  - Awkward moments make rapid reading difficult
  - Repetitive beginnings noticeable, more transitions needed
  - Sentences tend to be repetitive and choppy -- or never-ending
- 2
- Processing meaning takes time, effort, attention
  - Confusing structure makes reader pause, go back
  - Beginnings repetitious -- or just had to spot
  - Tangles, awkward, choppy sentences -- repeated patterns
- 1
- Confusing structure requires constant mental editing
  - Missing words, awkward moments, irregular structure slow the reader significantly
  - Hard to tell where sentences begin and end
  - Non-sentences or endlessly connected clauses, word strings

## Conventions

- 6
- Thoroughly edited -- and only the pickiest editors will spot errors
  - Conventions *enhance* meaning, voice
  - ✓ — Sources correctly cited using appropriate format
  - Virtually ready to publish
- 5
- ✓ — Edited well -- minor errors that are easily overlooked
  - ✓ — Conventions support meaning, voice
  - Sources correctly cited
  - ✓ — Ready to publish with light touch-ups
- 4
- Noticeable errors -- reader breezes right through, however
  - Errors do not interfere with meaning
  - Sources cited -- light corrections needed
  - Good once-over needed prior to publication
- 
- 3
- Noticeable, distracting errors -- editing erratic, things missed
  - Errors may slow reader or affect message in spots
  - Citations need checking -- some may be omitted
  - Thorough, careful editing needed prior to publication
- 2
- Frequent distracting errors reflect minimal editing
  - Errors slow reader, affect clarity
  - Citations missing, faulty
  - Line-by-line editing needed prior to publication
- 1
- Serious, frequent errors -- not yet edited or proofed
  - Reader must slow down, fill in, decode
  - Sources not cited
  - Word-by-word editing needed prior to publication

**Voice**

- 6
    - ✓ Professional, enthusiastic voice welcomes readers into discussion
    - ✓ Confidence reflects knowledge, inspires readers' trust
    - ✓ Writer's clear enthusiasm for topic is compelling, contagious
    - ✓ Reader feels eager to publish it on the class website.
  - 5
    - Professional, sincere voice connects with readers
    - Confidence makes readers open to message
    - Writer's enthusiasm for topic is evident
    - A likely candidate to be published on the class website.
  - 4
    - Sincere, appropriate voice signals writer's presence
    - Confident moments reflect writer's valuable knowledge of topic
    - Enthusiastic moments encourage readers to hang in
    - Some passages could be published on the class website.
- 
- 3
    - Writer hides behind facts, generalities
    - Confidence and comfort with topic seem limited
    - Quiet voice dampens reader's enthusiasm for topic
    - Not quite ready to publish on class website -- though moments are close
  - 2
    - Voice distant, encyclopedic -- or just wrong for audience, topic
    - Limited knowledge of topic keeps voice in check
    - Reader must work to pay attention
    - Not a candidate to be published on the class website.
  - 1
    - Voice inappropriate -- or just a faint whisper
    - Writer doesn't seem to know or like this topic
    - Reader feels shut out of discussion
    - Feels stiff, mechanical if read aloud

**Word Choice**

- 6
    - ✓ Explicit, precise words make message consistently clear for reader
    - ✓ Writer uses language of content area with ease and skill
    - ✓ Writer helps reader feel at home with important terms, concepts
    - ✓ Language builds a bridge to understanding
  - 5
    - ✓ Carefully chosen words add to clarity
    - ✓ Writer clearly knows language of content area
    - Writer clarifies most new words or concepts for reader
    - Language supports readers' understanding of the message
  - 4
    - Functional language makes message clear on general level
    - Writer seems familiar with basic terminology of content area
    - New terms are often defined, explained
    - Reader can readily make sense of the message
- 
- 3
    - Some parts are unclear or ambiguous
    - Writer not fully comfortable with language of the content area
    - New terms not always clearly defined, explained
    - Reader can figure out meaning with some effort, thought
  - 2
    - Imprecise or vague language creates confusion or incomplete picture
    - Terms sometimes used incorrectly -- or omitted, even if needed
    - Language is general, unclear, wordy, or jargonistic
    - Reader must work hard to "get it"
  - 1
    - What is the writer trying to say?
    - Writer lacks terminology to make message clear
    - Language does not speak to reader
    - Reader left to guess at writer's meaning

Raw Score	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	0
Conversion	97+	96	94	92	90	88	86	84	82	80	78	76	74	72	70	65	63	60	58	57	56	55	54	53	52	51	50	0
Your Score																												

6

Essay 1 34/36  
94

6