

## Historical Writing Analysis Rubric for Expository Writing

Score	Content	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence	
		Statement of Purpose/Facts	Organization	Elaboration of Evidence	Language and Vocabulary
4	<p>The historical content selected:</p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the historical content</li> <li>• Clearly relates to the thesis and provides a clear context based in historical content</li> <li>• Presents a logical interpretation of historical events, grounded in evidence</li> <li>• Incorporates both primary and corroborating secondary sources into analysis, establishing strong support for the thesis</li> </ul>	<p>The response is fully sustained, consistently, and purposefully focused:</p> <ul style="list-style-type: none"> <li>• Thesis is grounded in historical content, clearly stated, focused, and strongly maintained</li> <li>• Thesis is introduced and communicated clearly within context of historical content</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>• Effective, consistent use of a variety of transitions</li> <li>• Logical progression of ideas from beginning to end</li> <li>• Effective introduction and conclusion for audience and purpose</li> <li>• Strong connections among ideas with some syntactic variety</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer's thesis that includes the effective use of facts, and details from primary/secondary sources. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>• Use of evidence from primary &amp; secondary sources is smoothly integrated, comprehensive, relevant, and concrete</li> <li>• Effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• Use of academic and domain-specific vocabulary is clearly appropriate for audience and purpose</li> </ul>

Score	Content	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence	
		Statement of Purpose/Facts	Organization	Elaboration of Evidence	Language and Vocabulary
3	<p>The historical content selected:</p> <ul style="list-style-type: none"> <li>• Demonstrates a strong understanding of the historical content</li> <li>• Relates to the thesis and provides a clear context in historical content</li> <li>• Presents a logical interpretation of historical events, mostly grounded in evidence</li> <li>• Incorporates both primary and corroborating secondary sources into analysis, establishing reasonable support for the thesis</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>• Thesis is grounded in historical content, clear and for the most part maintained, though some loosely related material may be presented</li> <li>• Historical context supporting the thesis is adequate</li> </ul>	<p>The response has a clear and effective organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• Adequate use of transitional strategies with some variety</li> <li>• Adequate progression of ideas from beginning to end</li> <li>• Adequate introduction and conclusion</li> <li>• Adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for the writer's thesis that includes the effective use of facts and details from primary/secondary sources. The response achieves some depth and specificity but is predominately general:</p> <ul style="list-style-type: none"> <li>• Some evidence from primary/secondary sources is integrated, though citations may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas, using more general language:</p> <ul style="list-style-type: none"> <li>• Use of academic and domain-specific vocabulary is generally appropriate for audience and purpose</li> </ul>

Score	Content	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence	
		Statement of Purpose/Facts	Organization	Elaboration of Evidence	Language and Vocabulary
2	<p>The historical content selected:</p> <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the content</li> <li>• Somewhat relates to the thesis and provides a general historical context</li> <li>• Presents an inconsistent interpretation of historical events, weakly grounded in evidence</li> <li>• Incorporates either primary or corroborating secondary sources into analysis, establishing weak support for the thesis.</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• May be clearly focused on the thesis and grounded in historical content but is insufficiently sustained</li> <li>• Thesis may be somewhat unclear and unfocused within the context of historical content</li> </ul>	<p>The response has an inconsistent organization and flaws are evident:</p> <ul style="list-style-type: none"> <li>• Inconsistent use of basic transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end</li> <li>• Conclusion and introduction, if present, are weak</li> <li>• Weak connections between ideas</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• Use of evidence from primary/secondary sources is weakly integrated, and citations, if present, are uneven</li> <li>• Weak or uneven elaborative techniques</li> </ul>	<p>The response unclearly expresses ideas, using imprecise language:</p> <ul style="list-style-type: none"> <li>• Use of academic and domain-specific may at times be inappropriate for the audience and purpose</li> </ul>

Score	Content	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence	
		Statement of Purpose/Facts	Organization	Elaboration of Evidence	Language and Vocabulary
1	<p>The historical content selected:</p> <ul style="list-style-type: none"> <li>• Demonstrates little understanding of the historical content</li> <li>• Does not relate to the thesis (if present) or provide a clear context based in historical content</li> <li>• Presents an inconsistent interpretation of historical events, not grounded in evidence</li> <li>• Does not incorporate either primary and corroborating secondary sources</li> </ul>	<p>The response may be related to the purpose but may offer little relevant historical detail:</p> <ul style="list-style-type: none"> <li>• May be very brief</li> <li>• May have a major drift</li> <li>• If present thesis may be confusing or ambiguous</li> </ul>	<p>The response has a no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• Few or no transitional strategies are evident</li> <li>• Frequent extraneous ideas may intrude</li> </ul>	<p>The response provides minimal support/evidence for the writer's thesis that includes little or no use of primary/secondary sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• Use of evidence from primary/secondary sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• Uses limited language of domain-specific vocabulary</li> <li>• May have little sense of audience and purpose</li> </ul>