

ILA HISTORY ESSAY RUBRIC

I. HISTORY CONTENT

To give an account of historical events, changes, and developments

Score Point	CRITERIA FOR SCORING
4	<p>The response demonstrates a WELL-DEVELOPED understanding and knowledge of the target history content. This may be evidenced in the following ways:</p> <ul style="list-style-type: none">• The response addresses all parts of the prompt.• The response incorporates relevant information from <i>at least</i> two documents.• The response analyzes more than describes information.• The response includes significant prior knowledge.• The content is exceptionally clear, focused, and thoroughly explained with supportive evidence.• The response relies very little on simple (word-for-word) repetition of document text.
3	<p>The response demonstrates ADEQUATE understanding and knowledge of the target history content. This may be evidenced in the following ways:</p> <ul style="list-style-type: none">• The response addresses most of the prompt.• The response incorporates mostly relevant information from two documents.• The response equally analyzes and describes information.• The response includes adequate prior knowledge.• The content is mostly clear, focused, and elaborated with some supportive evidence.• The response relies little on simple (word-for-word) repetition of document text.
2	<p>The response demonstrates LOW understanding and knowledge of the target history content. This may be evidenced in the following ways:</p> <ul style="list-style-type: none">• The response addresses some of the prompt.• The response includes limited information from the documents.• The response mostly describes information, with little or faulty analysis.• The response includes limited prior knowledge.• The content's main ideas are understandable, but may be overly broad, simplistic, and lack clarity of purpose. The evidence is insufficient to support the main ideas.• The response may include inaccuracies that detract from the overall essay.• The response may somewhat rely on simple (word-for-word) repetition of document text.
1	<p>The response represents VERY LOW or NO understanding and knowledge of the target history content. This may be evidenced in the following ways:</p> <ul style="list-style-type: none">• The response may minimally address the prompt or not at all.• The response includes little to no information from the documents.• The response lacks any analysis.• The response does not include any prior knowledge.• The response includes little or no evidence to support the main ideas.• The response includes frequent inaccuracies that detract from the overall essay.• The response excessively relies on simple (word-for-word) repetition of document text.

II. LANGUAGE

To effectively communicate ideas in a written explanation genre

Score Point	CRITERIA FOR SCORING
4	<p>The response is an EXCELLENT historical explanation with very good academic language use. This may be evidenced in the following ways:</p> <ul style="list-style-type: none"> • Most or all of the essay's organizational components are strong. • The response includes an introduction with a strong thesis and conclusion that is beyond a restatement of the thesis. • The response demonstrates very good text cohesion through the efficient use of various sentence structures, expression of causality by utilizing nominalizations (i.e. noun phrases being used in place of a verb form), causative verbs (i.e. led to, resulted from, etc.), and/or transitional expressions. • The response demonstrates consistent use of precise and varied words, including frequent specific historical terms and expanded noun phrases to support analysis. • The tone is impersonal and authoritative with no or minimal speech markers. • The response relies very little on simple (word-for-word) repetition of document text.
3	<p>The response is an ADEQUATE historical explanation with good academic language use. This may be evidenced in the following ways:</p> <ul style="list-style-type: none"> • The content's organization is satisfactory, generally clear, and coherent. • The response includes a basic introduction and conclusion. • The response demonstrates a good level of text cohesion through the use of appropriate language features such as various sentence structures, and some expression of causality. • The response demonstrates an adequate use of precise and varied words, including some specific historical terms and expanded noun phrases to support analysis. • The tone is often impersonal and authoritative, though the writing may contain some speech markers and personal references. • The response relies little on simple (word-for-word) repetition of document text.
2	<p>The response is a WEAK historical explanation with only some academic language. This may be evidenced in the following ways:</p> <ul style="list-style-type: none"> • The content's organization may be skeletal and/or loosely planned. • The response may lack an introduction and/or conclusion. • The response demonstrates some text cohesion, though the ideas are not linked well with appropriate language features. • The response occasionally demonstrates use of precise and varied words, but generally the vocabulary is ordinary and there is little expansion of noun phrases. • The tone may be somewhat informal with regular uses of speech markers and first or second person references. • The response may somewhat rely on simple (word-for-word) repetition of document text.
1	<p>The response is a POOR historical explanation with minimal to no academic language use. This may be evidenced in the following ways:</p> <ul style="list-style-type: none"> • The writing may be haphazard and disjointed, with weak organization. • The response does not include an introduction or conclusion. • The response demonstrates minimal to no text cohesion. • The word usage is simplistic, repetitive, inappropriate, or overused with little to no evidence of expanded word groups. • The tone is usually informal and personal with an overuse of speech markers. • The response excessively relies on simple (word-for-word) repetition of document text.