

# INVESTIGATIONS RUBRIC - CRITERIA A

## Instructions for Scorers

	Exceptional	Skilled	Proficient	Developing	Inadequate
Criteria A - Constructing an argument	<ul style="list-style-type: none"> <li>• <b>Claim/thesis:</b> Makes a clear, well-articulated, and compelling claim/thesis.                             <ul style="list-style-type: none"> <li>- Stakes out a position and directly addresses the essay question.</li> <li>- Introduced early on in essay to structure argument.</li> <li>- Claim reflects appropriate nuance; cautious about dualistic or binary thinking.</li> </ul> </li> <li>• <b>Structure:</b> Structured carefully to support the claim with a clear and coherent line of reasoning to conclusion.                             <ul style="list-style-type: none"> <li>- Well-executed progression of ideas as each paragraph or point builds upon the last.</li> <li>- Logical and clear organization with a strong beginning, middle, and end, with a clear conclusion.</li> <li>- Conclusion supports essay's ideas and includes statement of significance or implications.</li> <li>- Sophisticated arrangement of content with evident transitions, connecting parts to construct a coherent essay.</li> </ul> </li> <li>• <b>Counterclaim:</b> Fairly and effectively recognizes and refutes opposing claims.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Claim/thesis:</b> Makes an appropriate claim/thesis.                             <ul style="list-style-type: none"> <li>- Stakes out a position related to the essay question.</li> <li>- Introduced early on in essay to structure argument.</li> <li>- Claim establishes an identifiable position, though it might reflect dualistic or binary thinking.</li> </ul> </li> <li>• <b>Structure:</b> Structured to support the claim with a coherent line of reasoning to conclusion.                             <ul style="list-style-type: none"> <li>- Logical and clear organization with a strong beginning, middle, and end, with a clear conclusion.</li> <li>- Conclusion supports essay's ideas, though lacks reference to significance or implications.</li> <li>- Essay uses some transitions to connect its parts.</li> </ul> </li> <li>• <b>Counterclaim:</b> Recognizes and attempts to refute an opposing claim.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Claim/thesis:</b> Makes an appropriate claim/thesis.                             <ul style="list-style-type: none"> <li>- Stakes out a position related to the essay question.</li> <li>- May not be introduced until the end of the essay, or is broken out over two or more paragraphs.</li> <li>- Claim establishes a position, though it might reflect dualistic or binary thinking.</li> </ul> </li> <li>• <b>Structure:</b> Essay has a structure, but its sections do not always support the claim or connect to the conclusion.                             <ul style="list-style-type: none"> <li>- Has a beginning, middle, and end, with a conclusion.</li> <li>- Conclusion makes brief or incomplete reference to the claim/thesis.</li> <li>- Essay lacks clear transitions.</li> </ul> </li> <li>• <b>Counterclaim:</b> Might mention a counterclaim or ignore it completely.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Claim/thesis:</b> References the topic, but make no clear claim or thesis.</li> <li>• <b>Structure:</b> Essay attempts a structure but fails to link the sections to the claim, each other, or the conclusion.                             <ul style="list-style-type: none"> <li>- Has a weak beginning, middle, and end.</li> <li>- Essay lacks transitions.</li> </ul> </li> <li>• <b>Counterclaim:</b> Does not mention a counterclaim at all.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Claim/thesis:</b> Off topic.</li> <li>• <b>Structure:</b> Absence of structure or very limited attempt to organize essay.                             <ul style="list-style-type: none"> <li>- Essay brief and does not fully address question.</li> </ul> </li> <li>• <b>Counterclaim:</b> Does not mention a counterclaim at all.</li> </ul>



# INVESTIGATIONS RUBRIC - CRITERIA B

	Exceptional	Skilled	Proficient	Developing	Inadequate
Criteria B - Using texts as evidence	<ul style="list-style-type: none"> <li>• <b>Source:</b> <ul style="list-style-type: none"> <li>- Explicitly uses all but one of the available texts.</li> <li>- Clearly cites author or producer of the text by name.</li> </ul> </li> <li>• <b>Analysis:</b> Consistently shows analytical reading of texts by:                             <ul style="list-style-type: none"> <li>- Demonstrating careful understanding of each text.</li> <li>- Recognizing and explaining relevant discrepancies among sources.</li> <li>- Recognizing and explaining similarities among sources.</li> <li>- Recognizing the historical context of the documents.</li> <li>- Explaining corroboration among the texts.</li> </ul> </li> <li>• <b>Connection to claim:</b> <ul style="list-style-type: none"> <li>- Use of documents persuasively as evidence.</li> <li>- Strong use of facts, examples, and details to support claims.</li> <li>- Strong use of factual information, quotations, analogies, illustrations, or anecdotes to support claim.</li> <li>- Clearly and fully explains the relationship between the claims and the support (clear warrants).</li> </ul> </li> <li>• <b>Accuracy:</b> Makes no errors of fact.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Source:</b> <ul style="list-style-type: none"> <li>- Explicitly uses most of the available texts (six or more).</li> <li>- Cites all texts in some manner ("Text #1," for example).</li> </ul> </li> <li>• <b>Analysis:</b> Shows analytical reading by:                             <ul style="list-style-type: none"> <li>- Demonstrating understanding of each text.</li> <li>- Recognizing similarities among sources.</li> <li>- Occasionally recognizing the discrepancies among sources.</li> <li>- Corroborating or connecting two or more of the texts.</li> </ul> </li> <li>• <b>Connection to claim:</b> <ul style="list-style-type: none"> <li>- Use of documents as evidence</li> <li>- Use of some facts, examples, and details to support claims.</li> <li>- Explains the relationship between the claims and most of the texts.</li> </ul> </li> <li>• <b>Accuracy:</b> Makes no errors of fact.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Source:</b> <ul style="list-style-type: none"> <li>- Uses some of the available texts (three or more).</li> <li>- May not cite all of the texts in some manner ("Text #1," for example), but essay is clearly using three or more of the texts.</li> </ul> </li> <li>• <b>Analysis:</b> Occasionally shows analytical reading of the texts by:                             <ul style="list-style-type: none"> <li>- Demonstrating understanding of each text.</li> <li>- Recognizing similarities or discrepancies between two sources.</li> </ul> </li> <li>• <b>Connection to claim:</b> <ul style="list-style-type: none"> <li>- Does not use the documents as evidence; does not use texts to illustrate claims.</li> <li>- Use of some facts, examples and details—not texts—to support claims.</li> <li>- Mentions or hints at the relationship between the claim and the facts, but does no attempt to explain the relationship.</li> </ul> </li> <li>• <b>Accuracy:</b> Makes one or two minor errors of fact</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Source:</b> Mentions at least one or two texts.</li> <li>• <b>Analysis:</b> No analysis of sources, although there is some understanding of the texts used.</li> <li>• <b>Connection to claim:</b> <ul style="list-style-type: none"> <li>- Does not use the texts to support or illustrate claims.</li> <li>- Minimal use of facts, examples or details—not texts—to support claims.</li> </ul> </li> <li>• <b>Accuracy:</b> Makes many minor errors of fact (three or more) or a major, substantive error.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Source:</b> Makes no mention of provided texts to support or illustrate claims.</li> <li>• <b>Analysis:</b> <ul style="list-style-type: none"> <li>- Essay is "support-free."</li> <li>- No use of evidence, examples, relevant details, analogies, or illustrations.</li> </ul> </li> <li>• <b>Accuracy:</b> Makes major errors of fact.</li> </ul>



# INVESTIGATIONS RUBRIC - CRITERIA C

	Exceptional	Skilled	Proficient	Developing	Inadequate
Criteria C - Applying BHP concepts	<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Effectively applies two or more BHP course-level concepts and/or unit-level concepts or ideas.                             <ul style="list-style-type: none"> <li>- Demonstrates an understanding of the concepts.</li> <li>- Connects the concepts to the argument and/or evidence.</li> <li>- Avoids misconceptions of the concepts.</li> </ul> </li> <li>• <b>Content:</b> Avoids errors in applying additional BHP facts or content to illustrate or support concepts and claims, or to inform the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Applies one BHP course-level concept and/or unit-level concept or idea.                             <ul style="list-style-type: none"> <li>- Demonstrates an understanding of the concept.</li> <li>- Connects the concept to the argument and/or evidence.</li> <li>- Avoids misconceptions of the concept.</li> </ul> </li> <li>• <b>Content:</b> Avoids errors in applying additional BHP facts or content to illustrate or support concepts and claims, or to inform the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Attempts to apply one BHP course-level concept and/or unit-level concept or idea.                             <ul style="list-style-type: none"> <li>- Mentions a concept appropriately, but without fully articulating its meaning or connection to the argument.</li> <li>- Avoids explicit misconceptions of the concept.</li> </ul> </li> <li>• <b>Content:</b> May make an occasional minor error in applying additional BHP facts or content in support of the claims, or to inform the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Mentions at least one BHP course-level concept and/or unit-level concept or idea either incorrectly or inappropriately.                             <ul style="list-style-type: none"> <li>- Mentions a concept.</li> <li>- Includes misconceptions of the concept.</li> </ul> </li> <li>• <b>Content:</b> May make many minor errors or a major error in applying additional BHP facts or content.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Concepts:</b> No mention of BHP course-level concepts and/or unit-level concepts or ideas.</li> </ul>



# INVESTIGATIONS RUBRIC - CRITERIA D

Criteria D - Writing with appropriate mechanics	Exceptional	Skilled	Proficient	Developing	Inadequate
	<ul style="list-style-type: none"> <li>• <b>Language:</b> Uses a variety of vivid, concise, and disciplinary-specific words.</li> <li>• <b>Mechanics:</b> <ul style="list-style-type: none"> <li>- Writing is free of spelling and grammatical errors.</li> <li>- Needs little or no editing.</li> </ul> </li> <li>• <b>Tone/Voice:</b> <ul style="list-style-type: none"> <li>- Sophisticated and well-controlled sentences; uses variation.</li> <li>- Uses consistent voice and an objective tone appropriate for academic writing.</li> <li>- Uses style consistent with academic writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language:</b> Uses concise and disciplinary-specific words.</li> <li>• <b>Mechanics:</b> <ul style="list-style-type: none"> <li>- Writing has an occasional spelling or minor grammatical error.</li> <li>- Needs modest editing.</li> </ul> </li> <li>• <b>Tone/Voice:</b> <ul style="list-style-type: none"> <li>- Complete sentences with some variation.</li> <li>- Uses objective tone appropriate for academic writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language:</b> Uses appropriate and specific words, although not necessarily reflecting the disciplines of history or the sciences.</li> <li>• <b>Mechanics:</b> <ul style="list-style-type: none"> <li>- Writing has spelling, grammatical, and punctuation errors, but they do not impede readability or comprehension.</li> <li>- Needs editing.</li> </ul> </li> <li>• <b>Tone/Voice:</b> Tone does not reflect academic writing (uses slang, for example).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language:</b> Words used are occasionally vague, redundant, or misused.</li> <li>• <b>Mechanics:</b> <ul style="list-style-type: none"> <li>- Writing has spelling, grammatical, and punctuation errors that hinder readability or comprehension.</li> <li>- Frequent errors in sentence or paragraph structure (incomplete or run-on sentences or paragraphs, for example).</li> <li>- Needs substantive editing.</li> </ul> </li> <li>• <b>Tone/Voice:</b> Tone does not reflect academic writing (uses slang, for example).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language:</b> Word choice is incorrect or distracting.</li> <li>• <b>Mechanics:</b> <ul style="list-style-type: none"> <li>- Writing has spelling, grammatical, and punctuation errors that impede readability or comprehension.</li> <li>- Frequent errors in sentence or paragraph structure (incomplete or run-on sentences or paragraphs, for example).</li> <li>- Inadequate mechanics with consistent errors in punctuation, capitalization, and spelling.</li> <li>- Needs substantive editing.</li> </ul> </li> <li>• <b>Tone/Voice:</b> Tone does not reflect academic or informal writing (uses slang, for example).</li> </ul>

