PARK EAST HIGH SCHOOL
Purpose, Preparation, Pride

Global History II - Mr. Ott

Name: _____ **Date:** _____

__ 1 __ 4
__ 2 __ 5
__ 3

Overall Score:

NYS Enduring Issues Essay Rubric Separated By Category

Score		5	4	3	2	1
	Identify and Define Enduring Issue	Clearly identifies and accurately defines one enduring issue raised in at least ***three*** documents	Identifies and accurately defines one enduring issue raised in at least ***three*** documents	Identifies and defines *one* enduring issue raised in at least 3 documents. May include minor inaccuracies	Identifies, but does not clearly define, *one* enduring issue raised in the set of documents; may include errors	Identifies, but does not define, *one* enduring issue raised by the documents
	Argument: Significance of Enduring Issue and Continuity or Change Over Time	Develops an even, thoughtful and in depth argument about how an enduring issue has affected people or has been affected by them **and** how the issue continues to be an issue or has changed over time	Develops a thoughtful argument in some depth about how an enduring issue has affected people or has been affected by them **and** how the issue continues to be an issue or has changed over time **OR** develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other	Develops both aspects of the argument in little depth *or* develops only one aspect of the argument in some depth	Minimally develops both aspects of the argument or develops one aspect of the argument in little depth	Minimally develops one aspect of the argument
	Analysis [1] [2]	Is more analytical than descriptive (analyzes, evaluates and/or creates information)	Is both descriptive and analytical (applies, analyzes, evaluates and/or creates information)	Is more descriptive than analytical (applies, may analyze and/or evaluate information)	Is primarily descriptive; may include faulty, weak, or isolated application or analysis.	Is descriptive; may lack understanding, application, or analysis
	Evidence: Documents	Richly supports the task by incorporating substantial relevant evidence that includes facts, examples, and details from at least ***three*** of the documents	Supports the task by incorporating relevant evidence that includes facts, examples, and details from at least ***three*** documents	Incorporates some relevant evidence that includes facts, examples, and details from the docs; may include minor inaccuracies	Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents; may include inaccuracies.	Makes some vague, unclear references to the documents and includes minimal relevant facts, examples, and details copied from the documents; may include some inaccuracies.
	Evidence: Outside Information	Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details	Supports the task by incorporating relevant outside information that includes facts, examples and details	Incorporates limited relevant outside information that includes facts, examples, and details; may include minor inaccuracies	Presents little or no relevant outside information; may include some inaccuracies	Presents no relevant outside information
	Organization	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion	Demonstrates a logical and clear path of organization; includes an introduction and a conclusion	Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion	Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction and a conclusion	May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion.

1 For the purposes of this rubric, evidence of analytic writing includes explanation through **comparison (similarities and differences)** , **cause and effect connections**, **sourcing (HAPPY)**, and **corroboration (evidence that confirms or supports your issue/poblem)**.

2 The term create as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's Taxonomy of Educational Objectives refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term synthesis. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Note: If all aspects of the task are thoroughly developed evenly and in depth for one resource and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Identify and Define Enduring Issue	☐ Did not Identify an Enduring Issue/Problem in the Introduction ☐ Need _____Historical Circumstances/Context ☐ Did not Define the Enduring Issue/Problem in the Introduction ☐ Need to Need to Rework and Clean Up definition
Argument: Significance of Enduring Issue & Continuity or Change Over Time	☐ Why is it Signficant/Why does it matter, not found in ☐ Introduction ☐ Body Paragraphs ☐ Conclusion ☐ **Profundity** Question not answered in **Body Paragraph #1** ☐ Need___ more Docs ☐ Doc(s) didn't answer question ☐ **Quantity** Question not answered in **Body Paragraph #2** ☐ Need___ more Docs ☐ Doc(s) didn't answer question ☐ **Durability** Question not answered in **Body Paragraph #3** ☐ Need___ more Docs ☐ Doc(s) didn't answer question
Analysis[1]	**Type of Analysis:** ☐ Body #1 ☐ Add More ☐ Missing ☐ Cause/Effect ☐ Corroboration ☐ Similarities/Differences ☐ Body #2 ☐ Add More ☐ Missing ☐ Corroboration ☐ Cause/Effect ☐ Similarities/Differences ☐ Body #3 ☐ Add More ☐ Missing ☐ Corroboration ☐ Cause/Effect ☐ Sim/Diff ☐ No Analysis located in ☐ Body #1 ☐ Body #2 ☐ Body #3 ☐ Limited Analysis located in ☐ Body #1 ☐ Body #2 ☐ Body #3 Notes ☐ Corroboration (**Analysis must be connected to issue/problem)** ☐ Explain Cause & Effect between documents ☐ Faulty Analysis located in ☐ Body #1 ☐ Body #2 ☐ Body #3 ☐ Explain Similarities and/or ☐ Differences between documents ☐ PERSIA (Explanation of why a document is that category) ☐ Sourcing (☐ H**APPY** - ☐ **A**udience ☐ **P**urpose ☐ **P**oint-of-View ☐ Bias ☐ Wh**Y** Does this Matter?)
Evidence: Documents	Total # of Docs Used ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ Body #1 (Profundity) # of Docs Used _____ Doc #s ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ Corroboration to issue/problem ☐ Body #2 (Quantity) # of Docs Used _____ Doc #s ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ Corroboration to issue/problem ☐ Body #3 (Durability) # of Docs Used _____ Doc #s ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ Corroboration to issue/problem
Evidence: Outside Information	☐ Missing Outside Information from Document(s) _____ ☐ Outside Information is not related to Issue/Problem ☐ Need ☐ More Instances ☐ More Specific ☐ Missing Synthesis to another event in history (should be in conclusion)
Organization	☐ Missing Introduction ☐ Missing Paragraph on ☐ Profundity ☐ Quantity ☐ Durability ☐ Missing Conclusion Paragraph

Notes:

Codes
– Need Correction(s)
○ Outside Info
✓ + Excellent
✓ Good ? Unclear
☆ Important