

Draft Rubric for 8th and 11th Grade Biography Prompt/ Oakland Unified School District TAHG

	4	3	2	1
<p>Thesis: A well developed thesis:</p> <ul style="list-style-type: none"> • Address the prompt • Provide an explicit argument 	Contains a well developed thesis that evaluates why that person is important and what that person's life tells us about the time period.	Contains a thesis that evaluates why that person is important and what that person's life tells us about the time period.	Contains a limited and/or undeveloped thesis	Contains no thesis or a thesis that does not address the question
<p>Evidence: Supports the thesis with relevant, accurate, and specific information:</p> <ul style="list-style-type: none"> • Connect knowledge to argument • Define and clarify essential terms • Connect accomplishments to importance of person 	Supports thesis with substantial and relevant information. Uses accomplishments to support argument. Connects those to argue how person is important to the time period. May contain minor errors.	Supports thesis with some evidence. Makes some connections between accomplishments and importance of the person to the time period. May contain errors that do not seriously detract from the quality of the essay	Contains little or no evidence and/or connections to the time period or evidence and connections that are inaccurate or irrelevant.	Contains no evidence or connections to the time period which support the thesis.
<p>Analysis: Effective analysis requires a student to:</p> <ul style="list-style-type: none"> • Make <u>plausible</u> inferences • Draw <u>rational</u> conclusions • Identify and prioritize significance • Address multiple perspectives 	Presents, using source documents and information learned in class, an effective analysis of why that person is historically significant and what that person's life tells us about the time period. Identifies and counters opposing arguments.	Presents, using source documents and some information learned in class, an analysis of why that person is historically significant and what that person's life tells us about the time period. Identifies and counters opposing arguments.	Deals with the question in a general manner; or essay is simply a narrative of events	Exhibits inadequate or incorrect understanding of the question.
<p>A conclusion will:</p> <ul style="list-style-type: none"> • Rephrase the thesis • Make a synthesis of the evidence • Guide the reader to think about the implications and importance of the thesis 	Rephrases the argument and supporting evidence. States the implications and importance of the thesis. Makes connections to broader issues.	Summarizes the argument and supporting evidence. States the implications and importance of the thesis.	Mentions the argument and supporting evidence.	Contains little mention of the evidence. Does not restate the thesis.
<p>Organization and clarity: A well organized essay is coherent, grammatically correct, and contains a:</p> <ul style="list-style-type: none"> • Thesis, topic sentences, evidence, analysis, conclusion 	Is clearly organized	Shows acceptable organization	Is poorly organized	Organization is so poor that it inhibits understanding
Total Score _____ and comments:				