

New York City Department of Education Local Measures Common Rubric for Argumentative Writing in History (Grades 10–11)
Version 2

Dimension	Basic (1)	2	Developing (3)	4	Proficient (5)	6	Advanced (7)
ARGUMENT <i>What is the evidence that a student can make a historical argument?</i>	Thesis that guides argument is not clearly stated. Essay includes claims and information, but clear connections between them are missing. Alternative or counter claim is absent.		Thesis is partially developed or answers part of the prompt. Essay presents claim(s), counterclaim(s) and evidence. A counterclaim is included, but not clearly challenged nor integrated into the argument.		A central thesis clearly answers the prompt. Essay clearly presents related claims, counterclaim(s), reasons, and evidence. A counterclaim, distinct from the thesis, is challenged.		A central and precise thesis clearly and convincingly answers the prompt. Essay logically presents related claims, counterclaims, reasons, and evidence. Counterclaim is refuted, or used to sharpen the argument.
USING EVIDENCE A <i>What is the evidence that a student can use historical sources?</i>	Sources are rarely used. Evidence used to support thesis is not relevant.		Sources are used in a major part of the argument. Evidence, including information and quotations, supports the thesis		Multiple sources are accurately used in major parts of the argument. Explains evidence, including information and quotations, to support thesis.		Sources are used accurately <i>throughout</i> the argument to support claims. Synthesizes and explains evidence to clearly and convincingly support the thesis.
USING EVIDENCE B <i>What is the evidence that a student can analyze historical sources?</i>	All information from sources is presented carelessly as fact. One source dominates the argument or several sources are ignored.		At least one source is accurately evaluated for perspective and believability. Sources are described and discussed but rarely compared.		Sources are evaluated for perspective, believability, and accuracy. Connections between sources are made by grouping similar positions or identifying differences between sources.		Sources are evaluated thoroughly for perspective, believability, and accuracy. Significant connections between sources are made and these deepen or extend the argument.
USING EVIDENCE C	Date and origin of sources needs to be considered.		Information about the origins of a source is used in at least one instance to understand the source.		The dates and origins of sources help student make accurate claims.		The dates and origins of sources are used to understand their meaning and original purposes.



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HISTORICAL CONTENT A <i>What is the evidence that a student can use specific historical knowledge to craft a reasonable argument?</i>	Content related to the topic is not included. Argument identifies only one reason the Act was passed.		Core content related to the topic is included with minor factual errors. Argument identifies more than one reason the Act was passed.		Core content relevant to the topic and necessary for understanding the argument is accurate, and <i>supports</i> the argument. Argument explains multiple reasons the Act was passed or thoroughly explains a primary reason		Core content relevant to the topic is accurate, and <i>interwoven</i> to clarify and support the argument. Argument explains multiple reasons the Act was passed and evaluates their relative significance.
HISTORICAL CONTENT B <i>What is the evidence that a student can use knowledge about historical context to craft a reasonable argument?</i>	Connections to conditions of late 19 th century America are absent.		Identifies connections to political, social or economic conditions of late 19 th century America.		Explains connections to relevant political, social or economic conditions of late 19 th century America.		Explains connections to political, social or economic conditions of late 19 th century America in ways that strengthen the argument.
WRITING ORGANIZATION AND CLARITY <i>What is the evidence that a student can structure an argument and write clearly?</i>	Essay's organization lacks focus and is hard to follow. No transitions are used. Introduction or conclusion is absent.		Essay is loosely organized to present an argument. Transitional words or phrases connect <i>some</i> parts of the argument. Introduction or conclusion restates the prompt or thesis.		Essay's organization clearly guides reader through parts of the argument. Transitional words or phrases connect parts of the argument. Introduction goes beyond restating the prompt/thesis and conclusion follows from or supports the argument.		Essay's organization supports a clear and coherent argument. Transitional words and phrases guide the reader through the development and reasoning of the argument. Introduction and conclusion go beyond restating the prompt/thesis in relevant and interesting ways.
CONVENTIONS <i>What is the evidence that a student can cite sources accurately?</i>	Sources are rarely or never cited		Sources are sometimes cited or include a pattern of minor errors		Sources are cited consistently using a standard format with only occasional minor errors.		Sources are accurately cited throughout using a standard format.

