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|  | **NYS Enduring Issues Essay Rubric Separated By Category** | **curriculum.newvisions.org/social-studies** |

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|  | **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 the set of documents; may include minor inaccuracies | Identifies, but does not clearly define, *one* enduring issue raised in the set of documents; may contain inaccuracies | Identifies, but does not define, *one* enduring issue raised in 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 the enduring issue has affected people *or* has been affected by them **and**  how it 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 with 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** | 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 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 | Includes some relevant evidence that includes facts, examples, and details from the documents; may include some minor inaccuracies | Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents; may include some inaccuracies | Includes 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 | Includes 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 or a conclusion | May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion |

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| **0** | Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only evidence copied from the documents; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper |