

U.S. History - 11th Grade EARNED HONORS CREDIT Rubric

Skill Objective	1 - Yet to meet	2 - Partially meets	3 - Mostly meets	4 - Fully meets
Thesis:	My thesis: - Attempts but may fail to address the prompt - MStudents will be able to create clear, complex, and unified arguments based on their analysis of historical evidence. - ay be overly general or purely based on common knowledge - May lack originality, such as simply restating the prompt - May have a flaw in reasoning	My thesis: - Addresses only some of the prompt - Offers a summary statement rather than a debatable assertion - Could use additional development - Does not reflect the full scope of all of the argument to be presented - Suffers from a lack of clear and concise writing	My thesis: - Addresses the entire prompt - Is debatable - Reflects full scope of argument to be presented - Is thoughtful but may lack complexity or nuance - May be list-like or need better integration of the components of the argument	My thesis: - Is clear and specific while directly addressing the prompt - Presents a well organized and debatable argument or interpretation of the topic - Contains subtlety and complexity - Is fully integrated and unified
Evidence: Students will be able to collect, sift, and organize complex, and often contradictory, evidence.	My evidence: - Is not sufficient to support my thesis - Is unbalanced with discussion and analysis - Lacks building, connection, and flow - Is used in a way that contradicts my argument	My evidence: - Might not be the strongest available - Is too “list-like” - Is balanced with some discussion and analysis, but has less building or connection - Comes from a limited number of sources	My evidence: - Is sufficient in depth and breadth to support my argument - Is not a list of facts - Builds and connects to provide flow in the work - Represents a variety of sources or ideas	My evidence: - Is ample in depth and breadth - Fully supports the nuances of my thesis - Proves the argument without becoming redundant - Represents the full spectrum of available sources
Analysis & Reasoning: Students will be able to analyze complex and contradictory evidence to develop their own ideas and arguments.	My analysis: - Offers limited support of my main argument - Is not supported by evidence - Demonstrates a limited understanding of the evidence or its historical importance	My analysis: - Mostly supports my main argument - Examines most pieces of evidence independently - Demonstrates a general understanding of the evidence and its historical importance	My analysis: - Consistently supports my main argument - Examines each piece of evidence independently - Demonstrates a understanding of the evidence and its historical significance	My analysis: - Uses explanations, inferences, connections, and judgements of the evidence to expertly further my argument - Goes beyond summary without being redundant - Demonstrates a complex understanding of the evidence and its historical significance

Knowledge: Students will be able to identify and contextualize important information and ideas.	My work: - Includes significant factual errors about historical figures and events. - Varies between accurate analysis of key facts or details and misunderstandings of essential ideas	My work: - Includes some factual errors about historical figures and events - Demonstrates an emerging sense of the historical context we are discussing - Demonstrates an awareness of cause and effect relationships	My work: - Demonstrates an understanding of the historical events we are discussing, without understanding the larger historical context - Demonstrates an awareness of the short term implications of historic events, but may not consider long term causal relationships	My work: - Shows a clear, complex understanding of the particular historical context we are discussing - Demonstrates a clear understanding of the causes and consequences of the events discussed
Presentation: Students will be able to creatively and effectively present their arguments using both visual and oral communication strategies.	My presentation: - Is confusing - Does not feel planned out - Does not utilize visuals or does not articulate relevance of those visuals - Does not use public speaking techniques that engage the audience - Needs significant editing	My presentation: - May be confusing at times - Utilizes visual aids that may be inappropriate, too compact, distracting, or too messy to be understood - Has text that is somewhat helpful in articulating an idea - Demonstrates only a limited attempt to use public speaking techniques that engage the audience and/or no attention to the time limits of the assignment	My presentation: - Is effective at conveying main ideas, but may be a bit unimaginative - Utilizes visual aids that are appropriate, but are too few or are in a format that makes them difficult to understand - Is delivered clearly but the speaker's use of public speaking techniques is inconsistent - Nearly meets the time limits of the assignment	My presentation: - Is imaginative and effective at conveying ideas to the audience - Is concise, consistent, well organized, and visually appealing - Utilizes appropriate and easily understood visual aids - Is delivered clearly, using public speaking techniques to engage the audience - Meets the time requirements of the assignment
Sourcing & Documentation: Students will be able to practice ethical historical inquiry that makes use of and acknowledges sources.	My work: - Is not properly formatted with a Works Cited page that is consistent with the <i>MLA</i> Style Sheet - Is missing many necessary in-text citations, following the <i>MLA</i> Style Sheet	My work: - Attempts to cite my sources in a manner that is consistent with the <i>MLA</i> Style Sheet but Works Cited contains formatting errors - Includes in-text citations with several mistakes	My work: - Has a properly formatted Works Cited page that is consistent with the <i>MLA</i> Style Sheet with minimal errors - Includes in-text citations with few mistakes	My work: - Practices ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past - Includes accurate in-text citations wherever and whenever they are needed
Writing & Organization:	My work:	My work:	My work:	My work:

Students will be able to format and present their ideas effectively, neatly, and free of grammatical errors.	- Is structured and organized in a manner that is difficult for the reader to follow - Has a significant number of spelling and/or grammatical errors that detract from its readability - Does not utilize action verbs or transitions to connect paragraphs and ideas	- Is structured and organized in a manner that is awkward, repetitive, or illogical - Has topic sentences that are not always used to advance the argument - Has a few spelling and/or grammatical errors - Does not regularly utilize action verbs or transitions to connect paragraphs or ideas	- Is structured and organized in a manner that is clear - Employs topic sentences and focused paragraphs - Ensures that, within paragraphs, the sentences build on each other in a logical way - Needs minimal editing for spelling and/or grammatical errors - Regularly uses action verbs as well as transitions to connect paragraphs and ideas	- Is structured and organized effectively and written in a manner that uses precise and varied language - Organizes ideas within and across paragraphs to expertly enhance the building of my argument - Is free of spelling and grammatical errors - Uses transitions to connect paragraphs as well as action verbs
Synthesis (Earned Honors Credit): Demonstrates a deliberative stance towards the past that recognizes the provisional nature of knowledge.	My work: - Offers explanations for change over time or other historical events and phenomena that may rely on only a single source or perspective - Does not demonstrate an understanding of the interpretive nature of history - Shows no evidence of an attempt to apply knowledge learned throughout our course of study	My work: - Develops explanations that take into account multiple sources but may lack complexity or a full understanding of conflicting perspectives - Demonstrates understanding of a scholars' arguments without being able to fully synthesize it - Makes some effort to apply knowledge learned throughout our course of study but it may not be the most appropriate for my current analysis	My work: - Presents focused explanations for historical events using diverse sources, some of which offer conflicting perspectives - Synthesizes other scholars' historical arguments but may not go further and build upon those arguments - Applies appropriate knowledge learned throughout the course of our study to my current analysis without fully developing that analysis	My work: - Explains multiple causes of change over time or historical events, using conflicting sources and diverse perspectives - Synthesizes and builds upon other scholars' historical arguments - Applies knowledge learned throughout our course of study to support complex, compelling analysis

Earned Honors Credit (EHC)

- In assigning honors credit, we recognize that the highest-order skill we want students to master is the ability to *synthesize* multiple perspectives and create their own arguments about the past. Therefore, we will use the Synthesis strand above to determine honors.
- Students will have opportunities during Semester 1 to practice and receive feedback on this strand. During Semester 2, all summative assessments will include a “Synthesis” strand; however, the Modal Grade for the 3rd quarter will be calculated based on the Mode for all strands except Synthesis.
- To earn Honors Credit, students must receive more 3s or 4s on the SYNTHESIS strand than 1s or 2s by the end of Semester 2. In other words, for the total number of scores received on the Synthesis strand, during Semester 2, a student’s total number of 3s and 4s needs to be higher than their total number of 1s and 2s to earn honors credit.

- If a student earns Honors Credit, the final course grade will be a Mode of all strands, including Synthesis. If a student does not earn Honors Credit, scores for Synthesis will not be used to calculate the student's final grade.