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| **Writing Rubric for Multimedia DBQ’s** |
|  | Not Yet | Approaches Expectations | MeetsExpectations | Advanced |
|  | 1 | 2 | 3 | 4 |
| Focus | Attempts to address prompt but lacks focus or is off task. | Addresses prompt appropriately but with a weak or uneven focus. | Addresses prompt appropriately and maintains a clear, steady focus. | * Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
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| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. | Establishes a controlling idea with a general purpose. | Establishes a controlling idea with a clear purpose maintained throughout the response. | Establishes a strong controlling idea with a clear purpose maintained throughout the response. |
| Reading/research | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. | Presents appropriate details to support the focus and controlling idea. | Presents appropriate and sufficient details to support the focus and controlling idea. | Presents thorough and detailed information to strongly support the focus and controlling idea. |
| Comments: |
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|  | Not Yet | Approaches Expectations | MeetsExpectations | Advanced |
|  | **1** | **2** | **3** | **4** |
| Organization | Attempts to organize ideas, but lacks control of structure. | Uses appropriate organizational structure to address the prompt. Some lapses in coherence or awkward use of structure | Maintains an appropriate organizational structure to address the specific requirements of the prompt. | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | Demonstrates command of English conventions and cohesion. Tone/language appropriate to the audience, purpose, and the prompt. Cites sources using an appropriate format with only minor errors. | Demonstrates command of English conventions and cohesion, with few errors. Tone/language consistently appropriate to the audience, purpose, and the prompt. Consistently cites sources appropriate format used. |
| Content Understanding | Attempts to include disciplinary content in explanations, but content understanding is weak; content is irrelevant, inappropriate, or inaccurate. | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |
| Comments:  |