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| **Writing Rubric for Multimedia DBQ’s** | | | | | | | | | | | | |
|  | | | Not Yet | | | Approaches  Expectations | Meets  Expectations | | | 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. | | |
| 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: | | | | | | | | | | | | |
| **Writing Rubric for Multimedia DBQ’s** | | | | | | | | | | | | |
|  | | Not Yet | | | Approaches  Expectations | | | Meets  Expectations | | | | 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: | | | | | | | | | | | | |