

Student Name \_\_\_\_\_

Scorer Name \_\_\_\_\_

Reflecting on Rochester	Fail	Developing	Pass	Pass	Pass with Honors
	1	2	3	4	5
<b>Final Score</b> (total point value)	(0-7 points)  <i>* failure to meet descriptor can result in zero points.</i>		(8-13 points)		(14-15 points)

Comments

**How to score using this rubric.**

To score, start in the middle column; read all statements in column 3.

If **ALL** criteria in column 3 are met or exceeded, go to column 5.

Read column 5 for exemplary practice.

If none in column 5 are met, the score = 3.

If some in column 5 are met, the score = 4.

If all in column 5 are met, the score = 5.

If **SOME** or **NONE** of the criteria in column 3 are met, go to column 1.

If all criteria in column 1 are true, the score = 1.

If some criteria in column 1 are true, the score = 2.

Reflecting on Rochester	Fail	Developing	Pass	Pass	Pass with Honors
	1	2	3	4	5
<p><b>Quality of Writing</b>  <i>Students are able to express their claims in written form, paying special attention to organization of ideas, fluent transitions between ideas, and mastery of grade-level specific conventions. Word choice and voice reflect a confident author and a final draft features minimal errors in grammar, usage, mechanics, and keyboard skills.</i></p>	<p>Student presents ideas with some use of academic and domain-specific vocabulary. Sentences are short and simple in construction and do not support coherence of claims. Student voice is lacking. There are several errors in conventions and keyboarding errors distract from the readability of the piece.</p>		<p>Student presents ideas clearly, succinctly, and with a balance of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is present and supports the topic. Conventions are followed with minimal errors and keyboarding errors are few.</p>		<p>Student presents ideas clearly, succinctly, and with a command of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is active and drives understanding of the topic. Conventions are followed with no errors and keyboarding errors are absent.</p>
<p><b>Quality of Reasoning</b>  <i>Students are able to see the "big picture" or themes of history as well as the specific events that link past to present. They make coherent claims based in fact and can trace cause-effect relationships across multiple time periods. Students pose a guiding question and conduct research to answer it.</i></p>	<p>Student lacks a clear thesis and/ or does not trace Rochester's evolution. Research offers no new insights. Fewer than three cause and effect relationships are evaluated and/or presented in the piece. No new understanding of the historical significance of our city's past or present is revealed.</p>		<p>Student presents a clear thesis and traces Rochester's evolution relative to the guiding question. Three cause and effect relationships are evaluated and presented in the piece which support the reader's understanding of their historical significance of our city's past and present.</p>		<p>Student presents a clear thesis and traces Rochester's evolution relative to the research question. Three cause and effect relationships are evaluated and presented in the piece; these creative connections challenge the reader's previous understanding of the historical significance of our city's past, present, and future.</p>
<p><b>Quality of Information</b>  <i>Students are able to select, assess, and use a variety of print and digital resources in their work. They cite their sources and bring personal experiences to life in support of their claims. Works cited are paraphrased or directly quoted with credit given to the authors.</i></p>	<p>Student uses one or two sources and may cite text-based evidence within essay. Sources are listed but may not be credible OR work facts are inaccurate as presented. Information from previous expedition experiences is present but may not add insight to the student's work.</p>		<p>Student assesses and uses three reputable sources and cites text-based evidence within essay. Sources are listed in a formatted bibliography. Information from previous expedition experiences supports claims and adds insight to the student's work.</p>		<p>Student assesses and uses three or more reputable sources and cites text-based evidence within essay. Sources are listed and annotated in a formatted bibliography, free of errors. Information from K-1, 2-3, 4-6 experiences supports claims and adds insight to the student's work.</p>