

Name: \_\_\_\_\_ Element: \_\_\_\_\_

## 8th Grade LEQ Rubric

| Evaluation Criteria                        | Rubric  | Decision rules  | Points Scored |
|--|---|---|---------------|
| <b>Thesis / claim (0 – 1 point)</b>        | 1 point. Responds to the prompt with a historically defensible thesis/ claim that establishes a line of reasoning.  | <ul style="list-style-type: none"> <li>- 1-3 sentences</li> <li>- In introduction or conclusion</li> <li>- Historically defensible</li> <li>- Line of reasoning</li> </ul> <p><i>Example lines of reasoning:</i><br/> <i>X, because A, B and C.</i><br/> <i>Although Y, X, because A, B and C.</i><br/> <i>A, B and C, therefore X.</i></p> |               |
| <b>Contextualization (0–1 point)</b>       | 1 point. Describes a broader historical context relevant to the prompt.   | <ul style="list-style-type: none"> <li>- In introduction</li> <li>- Links the topic to broader historical developments</li> <li>- AT LEAST ONE specific background facts</li> <li>- Before, during or after the period.</li> </ul>  |               |
| <b>Evidence (0–2 points)</b>               | 1 point.<br>Provides specific examples of evidence relevant to the topic of the prompt  | <ul style="list-style-type: none"> <li>- Two specific historical examples</li> <li>- Relevant to the prompt</li> <li>- From the correct period</li> <li>- Cannot repeat information from the prompt</li> <li>- DOES NOT HAVE to support an argument.</li> </ul>   |               |
|  | 2 points.<br>Supports an argument in response to the prompt using specific and relevant examples of evidence.   | - As above, but evidence has to be used to SUPPORT the thesis.  |               |
| <b>Analysis and reasoning (0–2 points)</b> | 1 point.<br>Uses historical reasoning ( <i>e.g.</i> , comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.                                    | <ul style="list-style-type: none"> <li>- Structures an argument relevant to the thesis using one of the following historical thinking skills:<br/>Comparison<br/>Causation<br/>Continuity and change over time</li> </ul>   |               |
|  | 2 points.<br>Demonstrates a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. | <ul style="list-style-type: none"> <li>- As above, but also needs to corroborate, qualify, or modify an argument</li> </ul> <p><i>Examples:</i><br/> <i>Both similarity and difference</i><br/> <i>Both continuity and change</i><br/> <i>Multiple causes for one event</i><br/> <i>Both cause and effect</i></p>                           |               |
| <b>Essay structure (0-2 points)</b>        | 1 point.  | <ul style="list-style-type: none"> <li>- Is divided into paragraphs</li> <li>- Contains an introduction</li> <li>- Contains two or more body paragraphs</li> </ul>  |               |
|  | 2 points.   | <ul style="list-style-type: none"> <li>- Division into body paragraphs has to be logical (one clearly stated point per paragraph)</li> <li>- Paragraphs are structured according to TEA (not just lists of facts)</li> </ul>  |               |
| <b>Grammar (0-1 points)</b>                | 1 point.  | <ul style="list-style-type: none"> <li>- Consistent use of the past tense and pluralization (past tense and plurals are correct &gt; 90% of the time)</li> <li>- Does not use personal pronouns</li> </ul>  |               |
| <b>Presentation (0-1 points)</b>           | 1 point.  | - Essay is legible.   |               |

| <b>Essay Score</b>                   |                                      |                                    |                                    |                                    |                                    |   |
|--------------------------------------|--------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|
| <b>10 = 100%</b><br><b>30 points</b> | <b>9 = 95%</b><br><b>28.5 points</b> | <b>8 = 90%</b><br><b>27 points</b> | <b>7 = 80%</b><br><b>24 points</b> | <b>6 = 70%</b><br><b>21 points</b> | <b>5 = 60%</b><br><b>18 points</b> | <b>4 - 0 = 50%</b><br><b>15 points*</b> |

\* if essay fully attempted

**Feedback:**

**Rethink and rewrite: Mistakes allow us an opportunity to grow as learners**

**Essay Rewrite Option:** Essay rewrites may earn up to 80% based on the following requirements:

- Complete essay reflection below.
- Essays may be rewritten within 2 weeks of getting your essay back.
- Essays must be written in student hours
- Attach original essay
- Attach original rubric

**Essay Reflection:** Learning without reflecting is like eating without digesting.

1. What, if anything, did you do to prepare for the essay?
  
  
  
  
  
  
  
  
  
  
2. What, if anything, would you change for future preparation when given the essay topic beforehand?
  
  
  
  
  
  
  
  
  
  
3. What do you think are the specific reasons for your essay score?
  
  
  
  
  
  
  
  
  
  
4. What specific changes do you need to remember for writing future LEQ essays?