

New York City Department of Education Local Measures Common Rubric for Argumentative Writing in History (Grades 10-11)
Version 3

| Dimension | | Advanced (7) | 6.5 | Proficient (5) | 4.5 | Developing (3) | 2.5 | Basic (1) |
|--|--|---|-----|---|-----|---|-----|---|
| Thesis/Primary Claim (LHSSW1a) | | A central, precise , and knowledgeable thesis clearly and convincingly answers the prompt. | | A central thesis clearly answers the prompt. | | Thesis is partially developed or answers part of the prompt. | | Thesis that guides argument is not clearly stated. |
| Organization (LHSSW1a) | | <ul style="list-style-type: none"> Essay logically sequences related claims, reasons, and evidence. Essay's organization supports a coherent and convincing argument. | | <ul style="list-style-type: none"> Essay clearly presents related claims, reasons, and evidence. Essay's organization clearly guides reader through parts of the argument. | | <ul style="list-style-type: none"> Essay presents claim(s), and evidence. Essay is loosely organized to present an argument. | | <ul style="list-style-type: none"> Essay includes claims and information, but clear connections between them are missing. Essay's organization lacks focus and is hard to follow. |
| Perspectives (LHSSW1b) | | An alternate perspective or counter claim is thoroughly developed, and refuted or used to sharpen the argument. | | An alternate perspective or counter claim is clearly distinguished from the thesis, and developed with evidence or reasons. | | An alternate perspective or counter claim is included, but not clearly challenged nor integrated into the argument. | | Alternate perspective or counterclaim is absent or not clearly related to the thesis. |
| Documents | Using and Introducing Documents (LHSSR1) | All documents are used and introduced by referring to their origins (e.g., author/date/genre). | | Most documents are used and introduced by referring to their origins (e.g., author/date/genre). | | Most documents are used and some are introduced by referring to their origins (e.g., author/date/genre). | | There are significant errors in referencing documents. |
| | Sourcing (LHSSR1) | The dates and origins of documents are used (as appropriate) to understand the authors' perspectives and purposes, and discuss the limitation of the sources . | | The dates and origins of documents are used (as appropriate) to understand the authors' perspectives and purposes and to evaluate the reliability of their contents. | | The date and origins of a document are used (as appropriate) to understand the author's perspective and purpose and to evaluate the reliability of its contents. | | Date and origins of documents needs to be considered. |
| | Comparing Documents (LHSSWR9) | Significant and nuanced connections between documents are made and these deepen or extend the argument. | | Connections between documents are made by grouping similar positions or identifying differences between documents. | | Documents are described and discussed but rarely compared . | | One document dominates the entire argument. |
| Evidence (LHSSW1b) | | Evidence, including information and quotations, is synthesized and explained to thoroughly develop and convincingly support the thesis. | | Evidence, including information and quotations, is explained to thoroughly develop and logically support the thesis. | | Thesis is supported by evidence, including information and quotations. | | Evidence used to support thesis is not relevant or inaccurate. |
| Historical Information and Concepts (LHSSW1) | | Substantial historical knowledge or concepts accurately and logically inform the argument and are used to challenge sources or relevant arguments | | Substantial historical knowledge or concepts accurately and logically informs and supports the argument with only minor errors | | Accurate and relevant historical information is included with only minor errors. | | Demonstrates significant confusion about relevant historical information or concepts. |

