

## Document-Based Essay Generic Scoring Rubric (February 2004)

Test Grade = 95 - 100

### Score of 5:

Thoroughly develops all aspects of the task evenly and in depth  
Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information)  
Incorporates relevant information from at least \_\_\_ documents  
Incorporates substantial relevant outside information  
Richly supports the theme with many relevant facts, examples, and details  
Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Test Grade = 85 - 90

### Score of 4:

Develops all aspects of the task but may do so somewhat unevenly  
Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)  
Incorporates relevant information from at least \_\_\_ documents  
Incorporates relevant outside information  
Supports the theme with relevant facts, examples, and details  
Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Test Grade = 75 - 80

### Score of 3:

Develops all aspects of the task with little depth or develops most aspects of the task in some depth  
Is more descriptive than analytical (applies, may analyze, and/or evaluate information)  
Incorporates some relevant information from some of the documents  
Incorporates limited relevant outside information  
Includes some relevant facts, examples, and details; may include some minor inaccuracies  
Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Test Grade = 65 - 70

### Score of 2:

Minimally develops all aspects of the task or develops some aspects of the task in some depth  
Is primarily descriptive; may include faulty, weak, or isolated application or analysis  
Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents  
Presents little or no relevant outside information  
Includes few relevant facts, examples, and details; may include some inaccuracies  
Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Test Grade = 55 - 60

### Score of 1:

Minimally develops some aspects of the task  
Is descriptive; may lack understanding, application, or analysis  
Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents  
Presents no relevant outside information  
Includes few relevant facts, examples, or details; may include inaccuracies  
May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Test Grade = 0 - 50

### Score of 0:

Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the test booklet; OR includes only entire documents copied from the test booklet; OR is illegible; OR is a blank paper

\* The term create as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's Taxonomy of Educational Objectives refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term synthesis. Creating implies an insightful reorganization of information into a new pattern or whole. While a level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl. Last Updated: December 11, 2009