

Last Name: _____ First: _____ Period: _____

Scoring Rubric: Criteria for Earning Grade

Prompt: *Should the Bush Doctrine of preventive war be part of U.S. foreign policy? Whether yes or no, provide at least three reasons with evidence.*

Score:	4 = Advanced	3 = Proficient	2 = Developing	1 = Beginning
Criteria:	All proficient criteria are met... plus one or more of the following:	Argument clearly defends position by addressing or incorporating:	Some good reasoning and evidence, but <u>two issues</u> need improvement:	Some merit or shows effort, but <u>3 or more</u> issues need improvement:
A. Context	Context is notably well-developed... by noting how conditions came to be through earlier events	a) clear explanation of the situation (conditions) and its complexity b) clear definition of terms	a) lacks development; is simplistic or too general	a) confusing or inaccurate
B. Reasoning	Reasoning is notably well-developed with insightful observations: ▪ by noting trade-offs or the merit of the opposing position ... OR ▪ by including a moral dimension of the issue and decision	a) includes at least three reasons for the decision	a) missing one of required elements b) lacks development of reasoning overall; is simplistic or too general	a) missing two of required elements b) lacks development of reasoning; is simplistic or too general
C. Evidence	Beyond minimum evidence: ▪ by citing examples from the unit in greater detail or in greater numbers ... OR ▪ demonstrates additional research, citing examples beyond the scope of unit materials and class discussions	a) historic events, actors (leaders), or documents, etc. are cited to clearly and effectively explain and justify reasoning b) two quotes to support the decision or plan c) proper citing of sources	a) needs more details or data to explain and justify the position b) missing one or more quotes c) improper citing of sources	a) needs more details or data to explain and justify the position b) missing one or more quotes c) improper citing of sources
D. Vocabulary	Exceptional use through 1 or more: ▪ greater elaboration ▪ extended details/distinctions ▪ achieved greater clarity/nuance	Incorporated accurate use of: a) language of the discipline b) terms specific to this topic c) general enriched vocabulary	Inadequate use of: c) concepts, factors, dynamics, etc. d) naming people, organizations, places, events, documents, etc.	Weak or missing use of: a) concepts, factors, dynamics, etc. b) details e.g. people, places, events, documents, etc.
E. Organization, Syntax & Mechanics	Highly effective writing style through 1 or more methods such as: ▪ engaging opener ▪ varied & compelling sources ▪ rhetorical devices	a) organized flow with transitions b) varied style; appropriate tone c) very few errors in grammar, usage, mechanics; only one or two, if any, spelling errors	a) struggling use of language that displays some of following issues: repetitive, rambling, unclear b) several errors regarding: __spelling __punctuation __usage	a) weak use of language displays some of the following issues: confused, unfocused, inaccurate b) too many errors: __spelling __punctuation __usage
F. Parameters (format)	Free point if all are met.	meets requirements regarding format, sources, length, & due date	requirements not met: __due date __format __length __sources	requirements not met: __due date __format __length __sources

Evaluator	Context	Reasoning	Evidence	Vocab	Org	Format	Total	Comments:
Author								
Peer 1:								
Peer 2:								
Teacher								