

Document-Based Essay

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> Thoroughly develops all aspects of the task evenly and in depth; Is more analytical than descriptive (analyzes, evaluates, and/or creates information). Richly supports the theme with many relevant facts, examples, and details: <ul style="list-style-type: none"> ... from at least "half plus one" documents; ... includes substantial relevant information not found in documents (2b) Demonstrates a logical and clear plan of organization (2a); includes an introduction and a conclusion that are beyond a restatement of the theme. Uses varied transitions and sentence structures to create cohesion and clarify relationships among ideas (2c); Uses precise language, domain-specific vocabulary, and maintains a formal style (2d, 2e).
	94	
4	85	<ul style="list-style-type: none"> Develops all aspects of the task but may do so unevenly; Is both analytical and descriptive with lower scores reflecting greater description than analysis. Supports the theme with many relevant facts, examples, and details: <ul style="list-style-type: none"> ... from at least "half plus one" documents; ... includes some relevant information not found in documents (2b) Demonstrates a logical and clear plan of organization (2a); includes an introduction and a conclusion that may be just a restatement of the theme. May be weakness in transitions, cohesion and expressing relationships among ideas (2c); weakness in precise language, domain-specific vocabulary, and style (2d, 2e).
	78	
3	71	<ul style="list-style-type: none"> Develops all aspects of the task with little depth or develops most aspects of the task in some depth; Is more descriptive than analytical Supports the theme with many relevant facts, examples, and details: <ul style="list-style-type: none"> ... from at least "half plus one" documents; ... includes limited relevant information not found in documents (2b) Demonstrates a logical and clear plan of organization (2a); includes an introduction and a conclusion that may be just a restatement of the theme. Serious weakness in transitions, cohesion and expressing relationships among ideas (2c); weakness in precision of language, lacking domain-specific vocabulary, and weakness in style (2d, 2e).
	65	
2	58	<ul style="list-style-type: none"> Essay has minimalist introduction and conclusion that may be just restatement of the theme. The writer has at least divided the essay into discernable introduction, development, and conclusion. Development consists mostly of a summary of the documents. It may contain minor omissions or inaccuracies. The writer may have made some minimal effort to analyze the documents. There is no meaningful outside information to speak of and this is the principle flaw with a paper that scores level 2.

INFORMATION

- There is no credit for tasks scoring below level 2.
- The rubric is on a five-point scale to parallel the NYS essay rubrics.
- The numbers in the level 5 description refer to the Common Core State Standards for Writing grades 6-8 and 9-10.



Social Studies Document Based Essay Frame

INTRODUCTION

A strong introduction goes beyond restating the theme.

- Define what the essay will address.
- Outline the path your essay will take.

One strategy you could use is this three-part introduction:

“The first few sentences are borrowed from the theme you are given. The next sentence or two explains the theme further in your own words. This is the hard part, but if you can make yourself do this, you will be sure to understand the topic you are to write about. The last sentence outlines the path the essay is to take.”

DEVELOPMENT PARAGRAPHS

- Divide the body into paragraphs by TASK.
- Associate documents with each task. **INCLUDE LOTS OF YOUR OWN KNOWLEDGE BEYOND THE DOCUMENTS!**

Essay TASK:	Essay TASK:	Essay TASK:
Documents Associated with this Task:	Documents Associated with this Task:	Documents Associated with this Task:

- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to social studies.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of social studies.

CONCLUSION:

- A strong conclusion goes beyond restating the theme or just announcing that you've finished. Echo the introduction or the most important point you've made.
- Highlight the most important things you said in a fresh way. Don't introduce new material. Sometimes include your own perspective on the question.

Rubric Information for Task: Document Based Essay

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=30	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 89.3$ $S = 11.81$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	58	51	-1.5	-1.5	-2.1	-1.5
71	65	58	-1.0	-1.1	-1.5	-1.1
85	77.9	77	0.1	0	-0.4	-0.2
100	93.1	95	1.4	1.1	0.9	0.8

NOTES

The scaffold questions, if any, are not figured into the student's grade in this rubric.