|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Claim Statement** | The claim effectively does BOTH of the following  -Clarifies the topic  -Previews all ideas to be developed | The claim effectively does BOTH of the following  -Clarifies the topic  -Previews *most* ideas to be developed | The claim effectively does ONE of the following  -Clarifies the topic  -Previews *some* of the ideas to be developed | The claim attempts to clarify the topic or previews one of the ideas to be developed. |
| **Evidence** | Develops the claim by citing at least three relevant pieces of evidence. | Develops the claim by citing at least two relevant pieces of evidence. | Develops the claim by citing one relevant piece of evidence. | Does not cite any relevant evidence. |
| **Analysis** | Words and phrases are strategically and convincingly used to explain why and how the evidence supports the claim. | Words and phrases are skillfully used to effectively explain why and how the evidence supports the claim. | Words and phrases are used with limited effectiveness to connect the claim. | Few, if any, words and phrases are used to connect evidence to the claim. |
| **Academic Vocabulary (World Cultures Vocabulary)** | Supports the claim utilizing domain-specific vocabulary. | Develops the claim utilizing domain-specific vocabulary. | References domain-specific vocabulary. | Attempts to reference domain-specific vocabulary. |
| **Research/Citations** | Summarizes research in own words, all work is correctly cited. | Summarizes research in own words; most work is correctly cited. | Most research is summarized in own words, but there are no in-text citations. | Some research is summarized in own words, and there are no in-text citations. |
| **Conclusion** | Strong concluding sentences that convincingly restate the topic, summarize the information, and explain its importance. | Concluding sentences that effectively restate the topic and summarize most main points. | Partial concluding sentence that either restates the topic or summarizes most main points. | Incomplete concluding sentence that does not restate the topic or summarizes the main points. |
| **Formal Writing Style** | Formal writing tone used throughout; few or no glaring errors in spelling, grammar, punctuation, capitalization. | Good attempt at formal writing style and proofreading, but a few glaring errors indicate that more careful proofreading is needed. | Attempt at formal writing style, but needs more proofreading and/or care in presentation. | Overall tone is too informal, including some or all of: “texting” abbreviations, slang, messiness, errors in spelling, punctuation, grammar. |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**World Cultures Short Research Essay Writing Rubric[[1]](#footnote-1)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/28 points**

1. Modified: 11/26/12 by Jennifer Gosha, from: Developed by Amy Benjamin in accordance with the Common Core State Standards for Literacy in English, Language Arts, Social Studies, Science, Technical Subjects, [www.amybenjamin.com](http://www.amybenjamin.com).

   Also, adapted from the “B.E.A.S.T. Rubric,” Lyons Township High School. [↑](#footnote-ref-1)