

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **two** individuals, discussing the established tradition or authority as it existed before it was challenged by **each** individual, how **each** individual challenged established tradition or authority, and the extent to which change was achieved as a result of this challenge
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Martin Luther*: connects the dominance of the Roman Catholic Church as the institution with authority in western Europe to Luther's call for an end to the sale of indulgences and the end of corruption in the church, leading to the establishment of a separate church, increased religious tensions in Germany, tensions in other European countries, and the development of other Protestant denominations; *Nelson Mandela*: connects a description of apartheid and the means of enforcing apartheid in South Africa to the goals and activities of Nelson Mandela, analyzing how his imprisonment and release symbolized the lack of legitimacy of the South African government and inspired black South Africans to continue the antiapartheid movement, highlighting the significance of the overthrow of apartheid and the establishment of a democratic government while acknowledging the inequities that still exist
- Richly supports the theme with relevant facts, examples, and details, e.g., *Martin Luther*: Protestant Reformation; Diet of Worms; faith; justification; 95 Theses; Thirty Years' War; decline of the Holy Roman Empire; German princes; Counter Reformation; Council of Trent; *Nelson Mandela*: Afrikaners; National Party; segregation; homelands; pass system; African National Congress; police state; Rivonia trial; election of 1994; Truth and Reconciliation Commission
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the others *or* by discussing all aspects of the task for one individual more thoroughly than for the second individual
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Martin Luther*: discusses the authority and influence of the Roman Catholic Church in western Europe, Luther's call for an end to the sale of indulgences and of corruption in the church, the formation of a separate church, and the effects of the Protestant Reformation; *Nelson Mandela*: discusses the racist and discriminatory nature of apartheid, Nelson Mandela's efforts with the African National Congress to end the policy, and how the election of 1994 ended the apartheid regime but not the inequities within South Africa
- 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

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least four** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate 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

Note: If **all** aspects of the task are thoroughly developed evenly and in depth for **one** individual's challenge and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 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

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- 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

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 theme, task, or suggestions as 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.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.