

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that contributed to the denial of each of two group's human rights, explaining how a specific policy or action contributed to the denial of human rights to each group, and discussing the impact the denial of human rights has had on the region in which it occurred and/or on the international community
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Ukrainians*: contrasts Ukrainian agrarian tradition and desire for Ukrainian autonomy with Stalin's program of Russification and totalitarian rule by demonstrating that mass starvation was the inevitable outcome of the Soviet's policy to secure grain deliveries from the Ukraine that far exceeded previous amounts and connecting the Soviet practice of suppressing ethnic identity in Ukraine to its practice in other Soviet republics; *Cambodians*: connects the effects of the Vietnam War on Cambodia and the subsequent destruction of Cambodian society to Pol Pot's "leap forward" in Kampuchea, which led to forced evacuation of towns and collectivization of farms, the torture and execution of dissidents, and the ensuing shortages of food, relating the difficulties in creating a viable civil society to the destruction carried out by the Khmer Rouge
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the denial of human rights (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Ukrainians*: Central Committee of the Communist Party; sabotage; five-year plans; rapid industrialization; collectivization; kulaks; counterrevolutionary elements; great famine-genocide; *Cambodians*: Khmer; United States bombardment; Sihanouk; Lon Nol; self-sufficient; brainwashing the young; killing of religious and ethnic minorities; killing fields
- 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 all aspects of the task for one group more thoroughly than the second group *or* by discussing one aspect of the task less thoroughly than the other aspects for both groups
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Ukrainians*: discusses the relation of the Ukrainian national spirit and agricultural lifestyle of kulaks to the attempts by Stalin at Russification, his collectivization policy, the resulting famine-genocide, and the maintenance of control over Ukraine and other Soviet republics; *Cambodians*: discusses the effects of the Vietnam War on Cambodia and the fall of the Sihanouk and Lon Nol governments as it relates to the rise of Pol Pot, the introduction of forced collectivization, attempts to purify society, the deaths of many Cambodians, and the difficulties faced today
- Incorporates relevant information from *at least four* 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

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)
- 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

Note: If **all** aspects of the task for **one** group have been thoroughly developed, evenly and in depth and 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
- 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

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

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.