

Name:

Date:



Focus Question Rubric

Lesson:

Part 1: Student self-assessment

When you check your response, think about how well you:

- made a clear argument that answers the focus question
- developed your argument through logical reasoning
- weighed other perspectives or counterarguments
- supported your argument with accurate evidence from named sources in the reading and the activity
- applied the lesson concept to your argument
- organised your response so that your conclusion follows from your reasoning

Proficiency

My response – Circle the number that best fits your response.

7

My argument is insightful and convincing, and I sustained it through well-chosen reasons. I weighed other perspectives carefully and explained the strengths and limitations of my argument. I used precise evidence. The concept drives my argument. I considered the implications of my argument.

6

My argument is convincing, and well-developed reasoning supports it. I weighed other perspectives, but I did not fully explore the limits of my argument. I used precise evidence. The concept shapes my argument. My structure is coherent, and my conclusion follows from my reasoning.

5

My argument is clear, and logical, developed reasoning supports it. I responded to at least one other perspective. I used accurate evidence to support each point. I explained the concept accurately and applied it to the case. My structure is clear, and my conclusion matches my argument.

4

My argument is clear, and my reasons support it in a straightforward way. I mentioned another perspective, but I did not really evaluate it. I used relevant evidence, but not all of it is attributed or developed. I applied the concept in a general way.

3

I made an argument, but my response describes more than it argues. I left out other perspectives or only listed them. My evidence is relevant but general. I briefly used the concept.

2

My argument is unclear or only hinted at, and I mostly described or summarised. My evidence is limited, and some of it may be inaccurate. My response is hard to follow in places.

1

I did not make an argument, and I mostly retold parts of the reading. I used little evidence.

Explain why I chose this number:

Name:	Date:
--------------	--------------

Part 2: Teacher assessment			
When scoring, consider how effectively the student: • makes a clear argument that answers the focus question • develops the argument through logical reasoning • weighs other perspectives or counterarguments • supports the argument with accurate, attributed evidence from the reading and the lesson activity • applies the lesson concept to the argument • organises the response so that the conclusion follows from the reasoning			
Proficiency	Description – Circle the number that best fits the response as a whole.		
7	The argument is insightful and convincing, and it is sustained through well-chosen, developed reasoning. Other perspectives are discussed and evaluated. Evidence is precise. The concept drives the argument and shows nuance. The structure is coherent throughout.		
6	The argument is convincing and is supported by well-developed reasoning. Other perspectives are discussed. Precise evidence supports each point, with some evaluation of the sources. The concept is applied accurately and shapes the argument. Structure is effective.		
5	The argument is clear and is supported by logical reasoning. At least one other perspective is addressed. Accurate evidence supports each point. The concept is explained accurately and applied to the case. The structure is clear.		
4	The argument is clear and is generally supported by straightforward reasoning. Another perspective is acknowledged but may not be evaluated. Relevant evidence is used, though some may be underdeveloped. The concept is applied in a general way. The structure is mostly clear.		
3	An argument is present, but the response describes more than it argues. Other perspectives are missing or only listed. Evidence is relevant but general. The concept is used superficially. Structure is inadequate.		
2	The argument is unclear or only implied, and most of the response describes or summarises. Evidence is limited and sometimes inaccurate. The concept is mentioned but not applied, or it is misunderstood. The organisation is weak.		
1	There is no argument, and the response retells parts of the reading. Evidence is minimal or inaccurate, the concept is missing, and the response is hard to follow.		
0	Not assessed. There is no real attempt at the question, or the response is too short to assess. It does not reflect the quality of the work.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> What went well: </td> <td style="width: 50%; vertical-align: top;"> Next step: </td> </tr> </table>		What went well:	Next step:
What went well:	Next step:		