

Score of 5:

- Thoroughly develops **all** aspects of the task for **two** belief systems evenly and in depth by discussing a principle central to **each** belief system, how **each** belief system spread to another region and **at least one** effect of the spread of this belief system on a society or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *communism*: connects the spread of Karl Marx's theory that the proletariat would unite and overthrow the bourgeois to Russian revolutionaries advancing this idea in Russia and to how Lenin's and/or Stalin's policies changed Russian society; *Islam*: connects the importance of the Qur'an and the Five Pillars of Faith as a way of life for Muslims to the spread of Islam into sub-Saharan Africa where merchants served as the carriers of Islam and to how the conversion of sub-Saharan traders and rulers by Islamic religious leaders led to the increased influence of Islam in Mali through trade, the building of mosques, the establishment of an important center of learning, and the creation of a justice system based on Islam
- Richly supports the theme with relevant facts, examples, and details, e.g., *communism*: *Communist Manifesto*; Bolsheviks; factory conditions; October Revolution; withdrawal from World War I; War Communism; New Economic Policy; five-year plans; collectivization; secret police; totalitarianism; purges; *Islam*: Mecca; Muhammad; jihad; camel caravans; hajj; alms; Ramadan; gold-salt trade; Mansa Musa; Timbuktu; literacy
- 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* discussing all aspects of the task for one belief system more thoroughly than the second
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *communism*: discusses Karl Marx's idea that the proletariat would revolt, how Russian revolutionaries advanced this idea in a climate of Russian societal discontent, and how Lenin's and Stalin's policies affected Russian society; *Islam*: discusses how the Five Pillars of Faith found in the Qur'an influence the lives of Muslims, how the gold-salt trade led to the spread of Islam to sub-Saharan Africa, and how Islam had an impact on cultural development in Mali
- 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** belief system 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.