**US HISTORY FINAL: Personal Interview Rubric** Miss Natalie Kainz

**Student Name:**

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| **Question 1** | **Beginning 0-8 points** | | **Developing 9-14** | | **Accomplished 15-20** | | **Exemplary 21-25 points** | |
| **Thesis and Organization** | □ | Provides little or no focus or order to the material because they lack an opinion/thesis, no introduction sentence or conclusion sentence. | □ | Provides some focus or order to the material but the structure is somewhat unclear with a weak opinion/thesis, attempts to include an introduction sentence and conclusion sentence. | □ | Focuses and orders the material to convey a generally unified point or effect with a satisfactory opinion/thesis, and includes both an introduction and conclusion sentence. | □ | Focuses and orders the material to convey a unified point or effect with a strong opinion/thesis, and has highly effective introduction and conclusion sentences. |
| **Arguments and Examples** | □ | Does not select relevant arguments and examples for explanation. | □ | Selects insufficient arguments and examples or they are of limited relevance for explanation. | □ | Selects sufficient and mostly relevant arguments and examples for explanation. | □ | Selects substantial and highly relevant arguments and examples for explanation. |

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| **Question 2** | **Beginning 0-8 points** | | **Developing 9-14** | | **Accomplished 15-20** | | **Exemplary 21-25 points** | |
| **Thesis and Organization** | □ | Provides little or no focus or order to the material because they lack an opinion/thesis, no introduction sentence or conclusion sentence. | □ | Provides some focus or order to the material but the structure is somewhat unclear with a weak opinion/thesis, attempts to include an introduction sentence and conclusion sentence. | □ | Focuses and orders the material to convey a generally unified point or effect with a satisfactory opinion/thesis, and includes both an introduction and conclusion sentence. | □ | Focuses and orders the material to convey a unified point or effect with a strong opinion/thesis, and has highly effective introduction and conclusion sentences. |
| **Arguments and Examples** | □ | Does not select relevant arguments and examples for explanation. | □ | Selects insufficient arguments and examples or they are of limited relevance for explanation. | □ | Selects sufficient and mostly relevant arguments and examples for explanation. | □ | Selects substantial and highly relevant arguments and examples for explanation. |

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| **Question 3** | **Beginning 0-8 points** | | **Developing 9-14** | | **Accomplished 15-20** | | **Exemplary 21-25 points** | |
| **Thesis and Organization** | □ | Provides little or no focus or order to the material because they lack an opinion/thesis, no introduction sentence or conclusion sentence. | □ | Provides some focus or order to the material but the structure is somewhat unclear with a weak opinion/thesis, attempts to include an introduction sentence and conclusion sentence. | □ | Focuses and orders the material to convey a generally unified point or effect with a satisfactory opinion/thesis, and includes both an introduction and conclusion sentence. | □ | Focuses and orders the material to convey a unified point or effect with a strong opinion/thesis, and has highly effective introduction and conclusion sentences. |
| **Arguments and Examples** | □ | Does not select relevant arguments and examples for explanation. | □ | Selects insufficient arguments and examples or they are of limited relevance for explanation. | □ | Selects sufficient and mostly relevant arguments and examples for explanation. | □ | Selects substantial and highly relevant arguments and examples for explanation. |

**Question 4 Response: (25 points)**

**Total Grade and Comments: \_\_\_\_\_\_\_/100 points**