5 Point Rubric for EBAS CR

Level 5	The response demonstrates substantial understanding of the content, question, and/or problem. The response is insightful and completely integrates knowledge to thoroughly answer the question. • Develops a comprehensive claim addressing the compelling question. • Supports claim with full synthesis, citing evidence from all appropriate sources and connection to claim is substantial. • Minor misconceptions do not interfere with understanding.
Level 4	The response shows significant understanding of the content, question, and/or problem. The response is thoughtful and integrates knowledge to fully answer the question. • Develops an adequate claim addressing the compelling question. • Reflects thoughtful synthesis in supporting claim with evidence from several appropriate sources, but connection to claim may be unevenly developed. • Minor misconceptions do not interfere with understanding.
Level 3	The response shows general understanding of the content, question, and/or problem. The response is adequate and integrates knowledge to fully answer the question. • Develops a general claim addressing the compelling question. • Supports claim with some synthesis behind at least one source. • Minor misconceptions interfere with understanding.
Level 2	The response shows partial understanding of the content, question, and/or problem. The response presents incomplete knowledge and partially answers the question. • Develops a partial claim addressing the compelling question. • Claim reflects support from at least one source, but there is little to no synthesis behind any source. • Misconceptions interfere with understanding.
Level 1	The response shows minimal understanding of the content, question, and/or problem. The response is related to the question, but is inadequate. • May develop a partial claim that relates to the compelling question or lacks a claim. • References information from sources. • Significant misconceptions.
Level 0	The response is completely incorrect or irrelevant to the question.

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

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