

Middle School "Closed Door" Essay Rubric

Question: To what degree do you believe Tokugawa Japan was a "closed country"?

0-2=developing; 3-4=meets expectations; 5=exceeds expectations

Essay Rubric				
	0-2	3-4	5	Earned/Possible
Thesis and Conclusion	Does not include a topic or a concluding sentence, or, if included, they are vague and non-specific.	Includes a thesis and conclusion, but may either be vague/unclear or not answer the guiding question.	Includes a clearly stated and specific thesis (topic sentence) and concluding sentence that answers the question.	/5
Evidence	Includes vague or general evidence or does not provide three pieces of evidence for the question.	Includes three pieces of evidence related to the question.	Includes three or more specific pieces of evidence related to question with references to sources.	/5
Comments:				/10

Rubric completed by _____

High School "Closed Door" Essay Rubric

Guiding Questions: Why has a narrative of Tokugawa isolation prevailed? Was Tokugawa Japan a "closed country"? Analyze perspectives from multiple sources.

Key: 1=not present; 2=minimally present; 3=adequately present; 4=mostly present; 5=completely present, excellent work

CRITERIA	1	2	3	4	5
Essay Structure and Documentation					
Introduction begins with a hook to draw the reader in.					
Thesis clearly states writer's answer to the essay question.					
First paragraph of body presents the strongest supporting argument, with supporting evidence from two or more sources.					
Next paragraph of body presents the second strongest supporting argument, with supporting evidence from two or more sources.					
Next paragraph of body refutes the strongest opposing argument, discounting evidence from two or more sources that might be used to support the opposing argument.					
Conclusion begins with a restatement of the thesis using different words and includes a brief summary of the supporting arguments.					
Conclusion includes no new information or arguments.					
Sources are properly attributed.					
Content/Analysis					
Essay clearly demonstrates understanding of multiple perspectives on the "closed country" narrative in Tokugawa foreign relations.					
Essay clearly demonstrates understanding of the multiple encounters between Japanese and non-Japanese groups that occurred during the unifying and Tokugawa eras.					
Essay considers sources' validity and reliability.					
Essay includes assessment of competing historical interpretations.					

Comments: