

	Exemplary – 4	Proficient – 3	Emerging – 2	Incomplete - 1	No Attempt - 0
<b>THESIS</b> (must be in beginning, but may be multiple sentences)	The response includes a well-developed thesis/argument statement	The response includes a thesis/argument statement	The response states the thesis/argument but does not adequately address the prompt	The response states a vague or unclear thesis/argument	Not attempted
<b>EVIDENCE</b>	<p>Presents strong support or the central claim with relevant details and commentary</p> <p>Presents counterclaims and clearly refutes them with relevant reasoning and evidence</p>	<p>Presents support for the central claim but may not fully develop all evidence</p> <p>Presents and acknowledges counterclaims and offers some evidence to refute them</p>	<p>Includes some support for the claim, but is not developed and does not provide relevant evidence or commentary</p> <p>Describes some counterclaims, but they are vague and are not clearly refuted</p>	<p>Contains ideas that are poorly developed or not at all</p> <p>Provides vague or no descriptions of counterclaims and refutations</p>	Not attempted
<b>ANALYSIS</b>	<p>Effectively understands evidence using appropriate historical thinking skills</p> <p>Explicitly connects the interpretation of evidence to the thesis</p> <p>Corroborates and synthesizes multiple pieces of evidence to support thesis/argument</p>	<p>Effectively understands evidence using appropriate historical thinking skills to a generalized extent</p> <p>Connects the interpretation of evidence to the thesis</p>	<p>Attempts to understand evidence using appropriate historical thinking skills</p> <p>Attempts to connect the interpretation of evidence to the thesis</p>	<p>Fails to connect evidence using appropriate historical thinking skills</p> <p>Fails to connect the interpretation of evidence to the thesis</p>	Not attempted
<b>CLARITY</b>	<p>Thesis and topic sentences guide organization</p> <p>Paragraphs are organized into specific topics and are in a logical order to develop the argument</p> <p>Transitions to develop argument and flow</p> <p>Demonstrates appropriate use of grammar and spelling</p>	<p>Thesis and topic sentences guide organization</p> <p>Paragraphs are organized into specific topics and are in a logical order to develop the argument</p> <p>Transitions to develop argument and flow</p> <p>Contains errors that do not detract from the argument</p>	<p>Includes several errors in spelling and grammatical weaknesses that interfere with meaning</p>	<p>Includes several errors in spelling and grammatical weaknesses that make it difficult to determine meaning</p>	Not attempted

