

Name: _____ Date: _____ : _____ /15 total possible points

SCORE CRITERIA	5 points Exceeds Expectations	4 points Meets Expectations	3 points Below Expectations	2 points Needs Improvement	1 point Unacceptable
CONTENT The student's response:	<ul style="list-style-type: none"> —Reflects thorough knowledge of the content, including focused factual information from prior knowledge and the sources —Contains accurate understandings with no errors significant enough to detract from the overall content of the response —Fully addresses all parts of the prompt 	<ul style="list-style-type: none"> —Reflects general knowledge of the content, including factual information from prior knowledge and the sources —Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response —Addresses all parts of the prompt 	<ul style="list-style-type: none"> —Reflects limited knowledge of the content, incorporating some factual information from prior knowledge and the sources —Contains some accurate understandings with a few minor errors that detract from the overall content of the response —Addresses part of the prompt 	<ul style="list-style-type: none"> —Reflects minimal knowledge of the content, incorporating little or no factual information from prior knowledge and the sources —Contains few accurate understandings with several errors that detract from the overall content of the response —Minimally addresses part of the prompt 	<ul style="list-style-type: none"> —Is blank, incorrect, or does not address the prompt
CLAIMS The student's response:	<ul style="list-style-type: none"> —Develops a valid claim that effectively expresses a solid understanding of the topic —Thoroughly supports the claim with well-chosen evidence from the sources —Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place 	<ul style="list-style-type: none"> —Develops a relevant claim that expresses a general understanding of the topic —Supports the claim with sufficient evidence from the sources —Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place 	<ul style="list-style-type: none"> —Develops an inadequate claim that expresses a limited understanding of the topic —Includes insufficient support for the claim, but does use some evidence from the sources —Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place 	<ul style="list-style-type: none"> —Does not develop a claim, but provides evidence that relates to the topic, OR develops a substantially flawed claim with little or no evidence from the sources —Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place 	<ul style="list-style-type: none"> —Is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt
CONTROL OF LINGUISTIC CONVENTIONS The student's response:	<ul style="list-style-type: none"> —Demonstrates command of conventions, with few errors 	<ul style="list-style-type: none"> —Demonstrates command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> —Demonstrate beginning command of conventions, with some errors that may hinder comprehension (make it hard to read) 	<ul style="list-style-type: none"> —Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension (make it hard to read) 	<ul style="list-style-type: none"> —Is minimal, making grading of conventions unreliable