

Name: _____

Inquiry Question: How and why did Christianity change from being a persecuted sect to being a state religion in the Roman Empire?

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Needs Revision
Evidence/ Sources	<ul style="list-style-type: none"> • Essay uses all seven primary sources. • Body paragraphs include relevant, persuasive evidence, drawn from both primary and secondary sources. • Uses quotations and paraphrasing appropriately to sustain an argument. 	<ul style="list-style-type: none"> • Essay uses six of the primary documents. • Supporting arguments include relevant and mostly persuasive evidence, drawn from both primary and secondary sources. • Uses quotations and paraphrasing appropriately to sustain an argument most of the time. 	<ul style="list-style-type: none"> • Essay uses at least four primary documents. • Evidence for supporting arguments is mostly relevant, and generally persuasive drawn from primary and secondary sources. • Use of quotations and paraphrasing is mostly evident. 	<ul style="list-style-type: none"> • Essay uses less than four primary documents. • Supporting arguments may include inaccurate evidence and lack clear, persuasive, or relevant evidence. • Quotations and paraphrasing do not effectively support arguments.
Analysis/ Persuasion	<ul style="list-style-type: none"> • Thesis states a clear argument about why and how. • Each topic sentence explains why and how. • Clearly and thoroughly explains the connection between all evidence and argument being made. 	<ul style="list-style-type: none"> • Thesis states a clear argument but does not fully include both how and why. • Most topic sentences explain how and why. • Mostly clear and thoughtful explanation of how the evidence supports each argument. 	<ul style="list-style-type: none"> • Thesis states a clear argument about how, but not why. • Topic sentences explain how but why. • Some explanation of how the evidence presented supports each argument, but the explanations are not always clear. 	<ul style="list-style-type: none"> • Thesis does not state a clear argument. • Topic sentences do not state an argument. • Little explanation of how or why the evidence supports each argument.
Understanding of Implications and Content	<ul style="list-style-type: none"> • Arguments reflect a highly informed awareness of the larger historical context. • Arguments reflect a strong awareness of chronology. 	<ul style="list-style-type: none"> • Arguments reflect an informed awareness of the larger historical context. • Arguments reflect a solid awareness of chronology. 	<ul style="list-style-type: none"> • Arguments reflect some awareness of the larger historical context. • Arguments reflect some awareness of chronology. 	<ul style="list-style-type: none"> • Arguments reflect almost no awareness of the larger historical context. • Arguments reflect a limited understanding of chronology.