

	4 (Advanced)	3 (Proficient)	2 (Needs Improvement)	1 (Warning)
<b>Introduction and Thesis Statement</b> Total: <u>15</u>	<input type="checkbox"/> Introduction provides excellent historical context and preview for the essay. <input type="checkbox"/> Clear, supportable thesis (claim) that responds to the prompt.	<input type="checkbox"/> Introduction provides adequate context and preview for the essay. <input type="checkbox"/> Clear, supportable thesis (claim) that responds to the prompt.	<input type="checkbox"/> Introduction attempts to provide context and preview for the essay. <input type="checkbox"/> Thesis (claim) lacks clarity and/or is partially supportable <input type="checkbox"/> Thesis (claim) may not respond fully to the prompt.	<input type="checkbox"/> Introduction provides little context or preview for the essay. <input type="checkbox"/> Thesis (claim) unclear and/or is not supportable <input type="checkbox"/> Thesis (claim) does not respond to the prompt.
<b>Evidence and Support</b> Total: <u>30</u>	<input type="checkbox"/> Strong, supportive examples demonstrate deep understanding of the historical issue. <input type="checkbox"/> Evidence strongly supports the thesis (claim).	<input type="checkbox"/> Appropriate, supportive examples which demonstrate understanding of the historical issue. <input type="checkbox"/> Evidence supports the thesis (claim).	<input type="checkbox"/> Supportive examples attempted but demonstrate a lack of understanding of the historical issue. <input type="checkbox"/> Evidence does not fully support the thesis (claim).	<input type="checkbox"/> Evidence nonexistent, irrelevant, and/or inaccurate. <input type="checkbox"/> No sources or sources are of poor quality.
<b>Argument and Analysis</b> Total: <u>25</u>	<input type="checkbox"/> Thoroughly develops argument <input type="checkbox"/> Addresses counterarguments fairly (while pointing out the strengths and limitations of both argument(s) and counterarguments.) <input type="checkbox"/> Consistently provides clear analysis of how the evidence supports the thesis. <input type="checkbox"/> Thorough discussion of relevant historical context. <input type="checkbox"/> The reader can easily follow the writer's logical progression from one point to the next	<input type="checkbox"/> Adequately develops argument <input type="checkbox"/> Addresses counterarguments (may point out the strengths and limitations of both argument(s) and counterarguments.) <input type="checkbox"/> Provides clear analysis of how the evidence supports the thesis. <input type="checkbox"/> Adequate discussion of relevant historical context. <input type="checkbox"/> The reader can follow the writer's logical progression from one point to the next	<input type="checkbox"/> Attempts to develop argument <input type="checkbox"/> Limited attempt to address counterarguments (may not point out the strengths and limitations of both argument(s) and counterarguments.) <input type="checkbox"/> Provides some analysis of how the evidence supports the thesis. <input type="checkbox"/> Inadequate discussion of relevant historical context <input type="checkbox"/> It is difficult to identify a logical pattern throughout the essay.	<input type="checkbox"/> Argument is very limited and/or not developed <input type="checkbox"/> Little to no attempt to address counterarguments (does not point out the strengths and limitations of both argument(s) and counterarguments.) <input type="checkbox"/> Provides little to no analysis of how the evidence supports the argument <input type="checkbox"/> Little to no discussion of relevant historical context. <input type="checkbox"/> Logical pattern may not be present.
<b>Writing/ Organization/ Conventions</b> Total: <u>30</u>	<input type="checkbox"/> Strong use of language to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. <input type="checkbox"/> All paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> Excellent sequencing and transitions. <input type="checkbox"/> Strong conclusion which supports the thesis (claim). <input type="checkbox"/> Virtually free of errors in mechanics, usage, grammar, and spelling. <input type="checkbox"/> High quality sources cited appropriately (MLA or APA) <input type="checkbox"/> Typed	<input type="checkbox"/> Adequate use of language to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. <input type="checkbox"/> Most paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> Adequate sequencing and transitions. <input type="checkbox"/> Adequate conclusion which supports the thesis (claim). <input type="checkbox"/> Minor errors in mechanics, usage, grammar, and spelling. <input type="checkbox"/> quality sources cited appropriately (MLA or APA) <input type="checkbox"/> Typed	<input type="checkbox"/> Inadequate use of language to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. <input type="checkbox"/> Some paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> Inadequate sequencing and transitions. <input type="checkbox"/> attempts a conclusion which is related to the thesis (claim). <input type="checkbox"/> Frequent errors in mechanics, usage, grammar, and spelling. <input type="checkbox"/> Limited sources and/or attempts a standard citation format (MLA or APA) <input type="checkbox"/> Handwritten	<input type="checkbox"/> Lacking language which creates cohesion in relationships among claims, counterclaims, reasons, and evidence. <input type="checkbox"/> Few paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> lacks sequencing and transitions. <input type="checkbox"/> Limited conclusion and/or may not relate to thesis. <input type="checkbox"/> Severe errors in mechanics, usage, grammar, and spelling. <input type="checkbox"/> No sources and/or no standard citation format. <input type="checkbox"/> handwritten
<b>TOTAL:</b> <u>          </u>	<b>TEACHER COMMENTS:</b> <input type="checkbox"/> Check here if the student did not complete the Common Writing Assignment or if their work was plagiarized.			

*15 B. B. B. B.*