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|  | 3 | 2 | 1 | 0 |
| THESIS | Thesis is in the opening paragraph. Contains an argument with three claims/lines or reasoning which fully support the argument responding to the prompt. | Thesis is in the opening paragraph. Contains an argument with 2/3 claims/lines or reasoning which partially support the argument responding to the prompt. | Contains a confused or unfocused thesis or simply paraphrases the questions. | Lacks a thesis or simply restates the question. |
| ARGUMENTATION | Presents ONE argument in support of the thesis, with THREE lines of reasoning, which shows effective analysis of the question. | Presents ONE argument in support of the thesis, with THREE lines of reasoning, which shows some analysis of the question; some aspects may be imbalanced or omitted.  | Presents ONE argument in support of the thesis, with TWO lines of reasoning, which provides only minimal relevant analysis.  | Inadequate or inaccurate understanding of the question. |
| OUTSIDE KNOWLEDGE | Uses evidence beyond the documents to support arguments AND contextualize the prompt (set the stage accurately). | Uses some extra evidence to support arguments AND/OR contextualize the prompt (set the stage accurately). | Uses inaccurate evidence to support arguments AND/OR contextualize the prompt (set the stage accurately). | Does not include evidence beyond the documents and does not accurately set the stage. |
| EVIDENCE FROM DOCUMENTS | Uses at least 4 documents. | Uses at least 3 documents. | Uses at least 2 documents. | Contains little or no understanding of the documents or ignores them completely. |
| ANALYSIS AND REASONING | Explain how or why the document’s point of view, purpose, historical situation, or intended audience is relevant to an argument about the prompt for TWO of documents used. | Explain how or why the document’s point of view, purpose, historical situation, or intended audience is relevant to an argument about the prompt for ONE of documents used. | Identifies the document’s point of view, purpose, historical situation, or intended audience is relevant to an argument about the prompt for ONE of documents used. | Does not evaluate how document’s point of view, purpose, historical situation, or intended audience is relevant to an argument. |
| CLARITY/PROOF READING AND EDITING OF WRITING | Clearly organized and well written (including grammar, punctuation, spelling, and usage). Paper was proof read. | Shows evidence of acceptable organization and good writing (including grammar, punctuation, spelling, and usage); language errors do not interfere with comprehension | Demonstrates weak organization and/or poor writing (including grammar, punctuation, spelling, and usage) that interfere with comprehension. | Disorganized and poorly written (including grammar, punctuation, spelling, and usage). Paper was not proof read. |