|  | **Exemplary** | **Proficient** | **Developing** | **Not Present** |
| --- | --- | --- | --- | --- |
| **Claim and Focus** | | | | |
| Make a fully developed claim that is historically defensible and responds to the assignment. |  |  |  |  |
| Establish a strong line of reasoning and maintain a precise focus on defending the described claim. |  |  |  |  |
| Develop the claim and counterclaims while thoroughly addressing the demands of the prompt. |  |  |  |  |
| **Notes:** | | | | |
| **Analysis and Evidence** | | | | |
| Cite appropriate and valid evidence to support the claim, drawing information from multiple sources to defend the position and effectively refute counterclaims. |  |  |  |  |
| Describe the relationship between the broader historical context and the topic. |  |  |  |  |
| Use historical reasoning and thoroughly explain how the evidence supports the claim. |  |  |  |  |
| Use discipline-specific vocabulary—such as key terms from the lesson, unit, or course—to support analysis. |  |  |  |  |
| Demonstrate understanding of the sources, acknowledging inconsistencies or weaknesses in evidence, and fully explain the relationship between the claim and the evidence used to support it. |  |  |  |  |
| **Notes:** | | | | |

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| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Proficient** | **Developing** | **Not Present** |
| **Organization** | | | | |
| Present ideas in a structure that supports reader understanding of your claim and reasoning: |  |  |  |  |
| Order the source evidence and explanations in a way that reinforces your argument. |  |  |  |  |
| Explain how the evidence and reasoning connects and supports the claim. |  |  |  |  |
| Craft a strong introduction and conclusion. |  |  |  |  |
| Include clear transitions between each subtopic and section to show the connections among the ideas. |  |  |  |  |
| **Notes:** | | | | |
| **Language and Style** | | | | |
| Select words intentionally to communicate ideas clearly, and: |  | | | |
| * Further your reader’s understanding of your claim and the argument you are making. |  |  |  |  |
| * Convince your reader of the validity of your stance and claim. |  |  |  |  |
| * Convey your knowledge about the topic. |  |  |  |  |
| Use sentence structures typical in historical writing and vary them to: |  | | | |
| * Show connections among your ideas, claim, and evidence. |  |  |  |  |
| * Convey your expertise. |  |  |  |  |
| * Help the reader understand the claim and see the validity and follow your argument across your essay. |  |  |  |  |
| Use formal writing structures and language. |  |  |  |  |
| Use the conventions of the English language so that errors don’t interfere with the reader’s understanding. |  |  |  |  |
| **Notes:** | | | | |