### Rubric Grid 7/212009

**Student __________________________**  
**Assignment ________________________**  
**Date ______________________________**

<table>
<thead>
<tr>
<th>Purpose and Task</th>
<th>Thinking Skills</th>
<th>Historical Evidence</th>
<th>Defense of Position</th>
<th>Mechanics</th>
<th>Totals</th>
</tr>
</thead>
</table>
| 4                | ALL parts completed  
│                  | Clearly understands purpose  
|                  | ∙ APPROPRIATE use of higher level thinking  
|                  | ∙ ACCURATELY uses historical evidence  
|                  | ∙ Defends through EFFECTIVE ELABORATION  
|                  | SUPERIOR mechanics |
| 3                | MOST parts completed  
│                  | Clearly understands purpose  
|                  | ∙ SOME use of higher level thinking  
|                  | ∙ APPROPRIATE historical evidence  
|                  | ∙ Defends with EFFECTIVE EXAMPLES  
|                  | GOOD mechanics |
| 2                | SOME parts completed  
│                  | Identifies purpose  
|                  | ∙ LIMITED use of higher level thinking  
|                  | ∙ LIMITED use of historical evidence  
|                  | ∙ QUESTIONABLE examples, may contain errors  
|                  | FAIR mechanics |
| 1                | FEW parts completed  
│                  | DOES NOT understand purpose  
|                  | ∙ POOR use of higher level thinking  
|                  | ∙ DOES NOT USE APPROPRIATE historical evidence  
|                  | ∙ MAJOR errors in examples or irrelevant  
|                  | POOR mechanics |
| 0                | Response MAY NOT be attempted, relevant, or original  
|                  | ∙ NO EVIDENCE of higher level thinking  
|                  | ∙ NO historical EVIDENCE to support conclusion  
|                  | ∙ DOES NOT defend position  
|                  | ILLEGIBLE / unreadable |

**Total Divided by 5**

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**Student __________________________**  
**Assignment ________________________**  
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<tr>
<th>Purpose and Task</th>
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</tr>
</thead>
</table>
| 4                | ALL parts completed  
│                  | Clearly understands purpose  
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|                  | ∙ ACCURATELY uses historical evidence  
|                  | ∙ Defends through EFFECTIVE ELABORATION  
|                  | SUPERIOR mechanics |
| 3                | MOST parts completed  
│                  | Clearly understands purpose  
|                  | ∙ SOME use of higher level thinking  
|                  | ∙ APPROPRIATE historical evidence  
|                  | ∙ Defends with EFFECTIVE EXAMPLES  
|                  | GOOD mechanics |
| 2                | SOME parts completed  
│                  | Identifies purpose  
|                  | ∙ LIMITED use of higher level thinking  
|                  | ∙ LIMITED use of historical evidence  
|                  | ∙ QUESTIONABLE examples, may contain errors  
|                  | FAIR mechanics |
| 1                | FEW parts completed  
│                  | DOES NOT understand purpose  
|                  | ∙ POOR use of higher level thinking  
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