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|  | **Novice (69% or lower)** | **Apprentice (70%-79%)** | **Proficient (80%-94%)** | **Distinguished (95%-100%)**  |
| **Summary** | The summary identifies the author’s thesis, but does not outline any of his or her arguments. The summary includes either student commentary or historical narrative. (3.25 points or less)  | The summary identifies the author’s thesis and outlines some of the author’s arguments. It may also include some of the author’s evidence in support of his or her argument. Summary might include some student commentary or historical narrative. (3.5 – 3.75 points)  | The summary clearly identifies the author’s thesis, and outlines most of the author’s arguments, as well the author’s evidence in support of his or her arguments. The summary includes no student commentary or historical narrative. (4 – 4.5 points)  | The summary clearly identifies the author’s thesis, and outlines all of the author’s arguments, as well as the evidence the author uses in support of his or her arguments. The summary includes no student commentary or historical narrative. (4.75 - 5 points)  |
| **Argument** | The response attempts to develop a thesis, though it does not necessarily address the prompt.  The writer fails to provide accurate, relevant evidence.  The writer fails to explain how evidence communicates what it does or justify inclusion.  (6.75 points or less)  | The response contains a thesis (argumentative or expository in nature) that attempts to address the prompt and is supported by some limited evidence. The writer fails to explain how evidence communicates what it does offering limited justification. (7 – 7.75 points)  | The response contains a clear and intelligent thesis (argumentative in nature) that fully addresses the prompt and is supported by relevant, accurate, and sufficient evidence from appropriate sources.  The writer explains how the evidence communicates what it does in almost all instances thus offering justification for inclusion. (8 – 9.25 points)  | The response contains insightful and/or sophisticated thesis (argumentative in nature) that fully addresses the prompt and is fully supported by relevant, accurate, and specific evidence from appropriate sources.  The writer always explains how the evidence communicates what it does and justifies inclusion. (9.5 -10 points) |
| **Grammar and Mechanics** | Exhibits organizations problems, and problems with clarity in writing. There are also some grammatical and/or mechanical errors. (3.25 points or less)  | Exhibits some organizational problems, demonstrates some problems with clarity in writing, and contains some grammatical and/or mechanical errors. (3.5 – 3.75 points)  | Exhibits clear organization, reasonable clarity in writing, and contains few grammatical and mechanical errors. (4 – 4.5 points)  | Exhibits clear and intentional organization, and a superb clarity in writing with very few grammatical and mechanical errors. (4.75 - 5 points)  |

 **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **“A Quilt of a Country” – Anna Quindlen**