<table>
<thead>
<tr>
<th>Performance Characteristic</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The &quot;4&quot; response demonstrates a strong command of relevant knowledge and skills.</td>
<td>The &quot;3&quot; response demonstrates a satisfactory command of relevant knowledge and skills.</td>
<td>The &quot;2&quot; response demonstrates a limited command of relevant knowledge and skills.</td>
<td>The &quot;1&quot; response demonstrates a lack of relevant knowledge and skills.</td>
<td></td>
</tr>
</tbody>
</table>

**CONTENT:**
the extent to which the response meets the requirements of the assignment

- The response demonstrates strong understanding of the assignment and clearly and completely addresses all requirements.
- The response demonstrates satisfactory understanding of the assignment and addresses all requirements.
- The response demonstrates limited understanding of the assignment; some requirements are not addressed.
- The response demonstrates little or no understanding of the assignment and may not address requirements.

**ANALYSIS, SYNTHESIS, AND APPLICATION OF PEDAGOGICAL PRINCIPLES:**
the extent to which the response demonstrates understanding of and engagement with the provided exhibits

- The response demonstrates accurate and insightful analysis and synthesis of information in the relevant exhibits.
- The response demonstrates generally accurate analysis and synthesis of information in the relevant exhibits.
- The response demonstrates partially accurate analysis and synthesis of information in the relevant exhibits.
- The response demonstrates little or no accurate analysis and synthesis of information in the relevant exhibits.

- The response demonstrates accurate and insightful integration of information from the exhibits.
- The response demonstrates generally accurate integration of information from the exhibits.
- The response demonstrates partially accurate integration of information from the exhibits.
- The response demonstrates little or no accurate integration of information from the exhibits.

- The application of pedagogical principles is accurate and insightful.
- The application of pedagogical principles is generally accurate.
- The application of pedagogical principles is partially accurate.
- The application of pedagogical principles is irrelevant or inaccurate.

**COMMAND OF EVIDENCE:**
the extent to which the response presents relevant support

- The response is well-supported by relevant facts, details, examples, and/or quotations.
- The response is generally supported by some facts, details, examples, and/or quotations.
- The response is only partially supported.
- The response includes little or no supporting evidence.

**UNSCORABLE**
The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.

**BLANK**
No response.