# 4 Point Rubric for Content CRs

| Level 4 | The response demonstrates comprehensive understanding of the content, question, and/or problem. The response is insightful and completely integrates knowledge to thoroughly answer the question.  
|         | • Addresses all aspects of the question. Both bullets are answered with details.  
|         | • Demonstrates comprehensive knowledge of United States history. Minimal misconceptions do not interfere with understanding.  
|         | • When appropriate, applies evidence correctly from the stimulus to support response. |
| Level 3 | The response shows adequate understanding of the content, question, and/or problem. The response is satisfactory and integrates knowledge to answer the question.  
|         | • Addresses most aspects of the question. Both bullets are answered, although one may be less developed than the other.  
|         | • Demonstrates adequate knowledge of United States history. Minor misconceptions do not interfere with understanding.  
|         | • When appropriate, applies evidence from the stimulus to support response, although connection between evidence and response may be incomplete or slightly flawed. |
| Level 2 | The response shows partial understanding of the content, question, and/or problem. The response is general, demonstrates incomplete knowledge, and partially answers the question.  
|         | • Addresses few aspects of the question. One bullet may be omitted or both may be inadequately developed.  
|         | • Demonstrates partial knowledge of United States history. Misconceptions interfere with understanding.  
|         | • When appropriate, applies little evidence from the stimulus or applies evidence poorly. |
| Level 1 | The response shows minimal understanding of the content, question, and/or problem. The response is related to the question, but is inadequate.  
|         | • Minimally addresses the question.  
|         | • Demonstrates minimal knowledge of United States history. Significant misconceptions interfere with understanding.  
|         | • When appropriate, applies little to no evidence from the stimulus. |
| Level 0 | The response is completely incorrect, irrelevant to the question, or too vague. |