

**Austria-Hungary Project:** Address the following question with specific, detailed support in digital format. Be sure to utilize primary sources, which can be accessed through such websites as EuroDocs. You will have in-class time to work on your project Weds./Thurs before next week's submission

***“How did the establishment of the Austro-Hungarian Empire influence internal strife and the impending start of World War I?”***

	8- EXEMPLARY	6- PROFICIENT	4 -DEVELOPING	2-UNSATISFACTORY	student	teacher
<b>Position</b>	The student clearly addresses task, purpose, and audience	The student addresses task, purpose, and/or audience	The student weakly addresses task, purpose, and/or audience.	The student fails to address task, purpose, or audience.		
<b>Evidence and Support</b>	The position in the response is richly supported with information from three sources. The supporting ideas in the response are well developed; information is accurate and relevant.	The position in the response contains some support using information from two sources. The supporting ideas in the response are generally developed; information is accurate and relevant.	The position in response contains limited support or may not use information from source materials. The supporting ideas in the response are not thoroughly or only somewhat developed; some information may be inaccurate or irrelevant.	The response offers weak or no support from source materials OR the support provided is copied verbatim. The response may be poorly developed and/or illogical and inconsistent; supporting ideas are emotional, inaccurate, or irrelevant.		
<b>Organization</b>	The response is unified and focused and contains one or more controlling ideas; organization and control are sustained throughout	The response is organized contains one or more controlling ideas; digressions, if present, are not disruptive.	The response may lack focus and a controlling idea; there may be digressions or abrupt shifts that interfere with meaning.	The response lacks focus and a controlling idea; little or no organization is present and frequent digressions and/or abrupt shifts in the response interfere with meaning.		
<b>Composition</b>	The student chooses formats/platforms to communicate clearly; the student clearly meets the standards required in the discipline.	The student chooses appropriate formats/platforms to communicate. The student response meets most of the standards required in the discipline.	The student may choose inappropriate formats/platforms to communicate. The student response is limited in meeting the standards required in the discipline.	The student chooses inappropriate formats. The student response does not meet the standards required in the discipline.		
<b>Citations</b>	Used sources were properly cited within the text and in the works cited page.	Used sources were mostly cited properly within the text and in the works cited page.	Used sources were somewhat cited properly within the text and in the works cited page.	There were no in-text citations and/or no works cited page		

**Total Out of 40 Points:** \_\_\_\_\_ / \_\_\_\_\_