**Social Studies 20-2 Examination Scoring Categories and Criteria**

**ASSIGNMENT III**

**/ 8 Exploration and Analysis.** *Consider the quality of the exploration of the issue and the quality of analysis of various points of view on the issue(s)*

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| **Rating** | **Description** | **Sources** |
| **Excellent**  **E** | Exploration of the issue is **insightful** and **comprehensive.** Analysis is **thoughtful** and **thorough**. The student demonstrates a confident and perceptive understanding of the various points of view on the issue(s). | **8** |
| **Proficient**  **Pf** | Exploration of the issue is **specific** and **accurate.** Analysis is **appropriate** and **purposeful**. The student demonstrates a clear understanding of the various points of view on the issue(s). | **6** |
| **Satisfactory**  **S** | Exploration of the issue is **valid** but **general** and may contain minor **misconceptions.** Analysis is **general** and **straightforward**. The student demonstrates an **acceptable** understanding of the various points of view on the issue(s). | **4** |
| **Limited**  **L** | Exploration of the issue is **superficial** and **may contain substantial misconceptions** Analysis is limited and over generalized or redundant, but discernable. The student demonstrates a discernable, yet confused understanding of the various points of view on the issue(s). | **2** |
| **Poor**  **P** | Exploration of the issue is **mistaken or irrelevant.** Analysis is **minimal** or **tangential**. The student demonstrates a **minimal** understanding of the various points of view on the issue(s). | **1** |
| **Zero**  **Z** | **Zero is assigned to a response that fails to meet the minimum requirements of the POOR category. A zero may be assigned in one or more categories.** | **0** |

**/8 Defense of Position** *Consider how effectively the student uses evidence to create arguments that support their position.*

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| **Rating** | **Description** | **Mark** |
| **Excellent**  **E** | The defense of position is based on one or more **convincing, logical** arguments. Evidence is **specific** and **accurate.** Any errors do not take away from detract from the students response. The student demonstrates a **confident** and **perceptive** understanding. | **8** |
| **Proficient**  **Pf** | The defense of position is based on one or more **sound** arguments. Evidence is **appropriate,** may contain some minor factual errors. The student demonstrates a **clear** understanding. | **6** |
| **Satisfactory**  **S** | The defense of position is based on one or more **adequate** arguments. Evidence is **relevant** but **general** or **incompletely** developed. The evidence may contain errors. The student demonstrates an **acceptable** understanding. | **4** |
| **Limited**  **L** | The defense of position is based on simple **assertions** and/or **questionable** logic rather than on supportive arguments. Evidence is **superficial** and not always relevant. Evidence may contain **significant** errors. The student demonstrates a **limited** understanding | **2** |
| **Poor**  **P** | The defense of position taken is difficult to **determine** and/or **little or no attempt** made to defend it. Evidence, if present is **incomplete** and/or **marginally relevant.** Significant errors are **frequent.** The student demonstrates a **minimal** understanding | **1** |
| **Zero**  **Z** | **Zero is assigned to a response that fails to meet the minimum requirements of the POOR category.** | **0** |

**/4 Quality of Communication**. *Consider the extent to which the student communicates effectively including vocabulary, sentence structure and organization and mechanics and grammar.*

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| --- | --- | --- |
| **Rating** | **Description** | **Mark** |
| **Excellent**  **E** | Writing is **fluently** and **effectively** organized. The creation of a **convincing** and **engaging** voice. Vocabulary is **precise** and **effective**. **Confident c**ontrol of sentence construction, grammar and mechanics. Errors are **rare.** | **4** |
| **Proficient**  **Pf** | Writing is **clearly** organized. The creation of a **distinct** voice. Vocabulary is **accurate** and **appropriate**. **Effective** control of sentence construction, grammar and mechanics. Errors are **infrequent.** | **3** |
| **Satisfactory**  **S** | Writing is generally **clearly and effectively** organized. The creation of a **matter of fact** voice. Vocabulary is generally **accurate**, but not specific. **Basic** control of sentence construction, grammar and mechanics. Errors do not seriously interfere with communication. | **2** |
| **Limited**  **L** | Writing is **uneven** and **incomplete** but is **discernibly** organized. The creation of an **unconvincing or inappropriate** voice. Vocabulary is **imprecise and/or inappropriate**. **Faltering** control of sentence construction, grammar and mechanics. Errors interfere with communication. | **1** |
| **Poor**  **P** | Writing is **unclear** and **disorganized**. The creation of an **ineffective or unsuitable** voice. Vocabulary is **ineffective** and **frequently incorrect**. **Lack** ofcontrol of sentence construction, grammar and mechanics. Errors **impede** communication. | **0.5** |
| **Zero**  **Z** | **Zero is assigned to a response that fails to meet the minimum requirements of the POOR category.** | **0** |