

# Social /0-1 Written Response Assignment II

## Scoring Categories and Criteria

	ANALYSIS OF SOURCE (5)	QUALITY OF ARGUMENTS (10)	QUALITY OF EVIDENCE (10)	QUALITY OF PRESENTATION (5)	MATTERS OF CORRECTNESS (5)
	<p>When marking <b>Analysis of Source</b>, markers should consider how effectively the student</p> <ul style="list-style-type: none"> <li>analyzes the source</li> <li>demonstrates an understanding of the <i>globalization</i> perspective(s) reflected in the source</li> </ul> <p>Note: Students may discuss the ideological perspective(s) in one part of their essay, or their discussion of the ideological perspective(s) may be embedded throughout.</p>	<p>When marking <b>Quality of Arguments</b>, the markers should consider how effectively the student</p> <ul style="list-style-type: none"> <li>establishes a position</li> <li>develops one or more arguments based on logic and reason</li> <li>establishes a relationship between position taken, argument(s), and the source.</li> </ul> <p>Note: The quality of evidence is to be assessed in the <b>Quality of Evidence</b> category. Evidence is to be considered in terms of its <b>relationship</b> to the position taken and argument(s) presented.</p>	<p>When marking <b>Quality of Evidence</b>, the markers should consider how effectively the student has used evidence that</p> <ul style="list-style-type: none"> <li>is relevant and accurate</li> <li>reflects depth and/or breadth</li> </ul> <p>Note: Evidence from social studies may include a theoretical, historical, contemporary, and/or current events discussion.</p>	<p>When marking <b>Quality of Presentation</b>, the markers should consider how effectively the student</p> <ul style="list-style-type: none"> <li>organizes the essay</li> <li>maintains a controlling idea</li> </ul> <p>Note: Consider the total impression created by the student.</p>	<p>When marking <b>Matters of Correctness</b>, the markers should consider the effectiveness of the student's</p> <ul style="list-style-type: none"> <li>sentence structure</li> <li>mechanics and grammar</li> <li>use of vocabulary and social studies terminology</li> </ul> <p>Note: Consider the proportion of error in relation to the complexity and length of response.</p>
<b>Excellent</b> <b>E</b>	The analysis of the source is insightful and sophisticated. The understanding of the source and its relationship to the <i>globalization</i> perspective(s) is comprehensively demonstrated.	Judiciously chosen and developed argument(s) convincingly support the position taken. The argument(s) are consistent and compelling, demonstrating an insightful understanding of the assignment.	Evidence is sophisticated and deliberately chosen. The relative absence of error is impressive. A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies and its application to the assignment.	The writing is fluent, skillfully structured, and judiciously ordered. A controlling idea is effectively sustained and integrated.	The writing demonstrates skillful control of sentence structure, grammar, and mechanics. The relative absence of error is impressive. Vocabulary is precise and deliberately chosen.
<b>Proficient</b> <b>Pf</b>	The analysis of the source is sound and adept. The understanding of the source and its relationship to the <i>globalization</i> perspective(s) is capably demonstrated.	Purposefully chosen and developed argument(s) persuasively support the position taken. The argument(s) are logical and capably developed, demonstrating a sound understanding of the assignment.	Evidence is specific and purposeful. Evidence may contain some minor errors. A capable and adept discussion of evidence reveals a solid understanding of social studies and its application to the assignment.	The writing is clear and purposefully ordered. A controlling idea is coherently sustained and presented.	The writing demonstrates capable control of sentence structure, grammar, and mechanics. Minor errors in language do not impede communication. Vocabulary is appropriate and specific.
<b>Satisfactory</b> <b>S</b>	The analysis of the source is straightforward and conventional. The understanding of the source and its relationship to the <i>globalization</i> perspective(s) is adequately demonstrated.	Appropriately chosen and developed argument(s) generally support the position taken. The argument(s) are straightforward and conventional, demonstrating an adequate understanding of the assignment.	Evidence is conventional and straightforward. The evidence may contain minor errors and/or a mixture of relevant and extraneous information. A generalized and basic discussion reveals an acceptable understanding of social studies and its application to the assignment.	The writing is straightforward and functionally ordered. A controlling idea is presented and maintained generally; however, coherence may falter.	The writing demonstrates basic control of sentence structure, grammar, and mechanics. There may be occasional lapses in control and minor errors; however, the communication remains generally clear. Vocabulary is conventional and adequate.
<b>Limited</b> <b>L</b>	The analysis of the source is incomplete or lacks depth. The understanding of the source and its relationship to the <i>globalization</i> perspective(s) is superficial and lacks development.	The argument(s) presented are confusing and/or largely unrelated to the position taken. The argument(s) are repetitive, contradictory, simplistic, and/or based on uninformed belief.	Evidence is potentially relevant but is unfocused and/or incompletely developed. The evidence contains inaccuracies and/or extraneous detail. The discussion reveals a superficial and/or confused understanding of social studies and its application to the assignment.	The writing is awkward and lacks clarity. A controlling idea is inconsistently maintained.	The writing demonstrates faltering control of sentence structure, grammar, and mechanics. Errors obscure the clarity of communication. Vocabulary is imprecise, simplistic, and/or inappropriate.
<b>Poor</b> <b>P</b>	There is minimal analysis of the source. The understanding of the source and its relationship to the <i>globalization</i> perspective(s) is disjointed, inaccurate, or vague.	If arguments are presented, there is little or no relationship to the position taken. The argument(s) are irrelevant and/or illogical.	Evidence is either irrelevant and/or inaccurate. The evidence contains major and revealing errors. A minimal or scant discussion reveals a lack of understanding of social studies and its application to the assignment.	The writing is unclear and disorganized. A controlling idea is difficult to discern or is absent.	The writing demonstrates lack of control of sentence structure, grammar, and mechanics. Jarring errors impede communication. Vocabulary is overgeneralized and/or inaccurate.
<b>INS</b> <b>INSUFFICIENT</b>	Insufficient is a special category. <b>It is not an indicator of quality.</b> It should be assigned to essays that do not contain a discernible attempt to address the assignment or essays that are too brief to assess in one or more scoring categories.				

### ADDITIONAL INFORMATION FOR SCORING QUALITY OF PRESENTATION AND MATTERS OF CORRECTNESS

#### Vocabulary

- Word choice and usage (appropriate and accurate application of words according to the context and meaning, including social studies terminology)

#### Sentence Structure and Organization

Syntax (the way in which words are combined to form phrases, clauses and sentences; completeness, consistency, and variety of sentence construction must be considered)

Organization (coherence and focus)

- Controlling Idea (the direction and purpose of the essay; position; thesis)

#### Mechanics and Grammar

- Mechanics (punctuation, spelling, capitalization)
- Grammar (subject-verb agreement, pronoun reference, correctness of tense)

# Social /0-1 Written Response Assignment I Scoring Categories and Criteria

	INTERPRETATION OF SOURCES (7.5)	IDENTIFICATION OF RELATIONSHIPS (5)	QUALITY OF COMMUNICATION (2.5)
	<p>When marking <b>Interpretation of Sources</b>, markers should consider how effectively the student</p> <ul style="list-style-type: none"> <li>interprets and explains each source to identify an <i>globalization</i> perspective(s)</li> <li>discusses the links between principles of liberalism and each source</li> </ul> <p>Note: Students are expected to address <b>all</b> sources. Students may present their interpretations and discussion of links to liberalism in either a holistic or linear fashion. Evidence presented is to be scored in the <b>Identification of Relationships</b> category.</p>	<p>When marking <b>Identification of Relationships</b>, the markers should consider how effectively the student</p> <ul style="list-style-type: none"> <li>identifies the relationship(s) that exist <b>among</b> the sources</li> <li>explains the relationship(s) that exist <b>among</b> the sources</li> </ul> <p>Note: Students may identify and explain the relationship(s) in one part of the response or the identification and explanation of relationship(s) may be embedded throughout the response.</p>	<p>When marking <b>Quality of Communication</b>, the markers should consider the extent to which the student communicates effectively, including control of</p> <ul style="list-style-type: none"> <li>vocabulary</li> <li>sentence structure and organization</li> <li>mechanics and grammar</li> </ul> <p>Note: Students are expected to use paragraph form for the response. Consider the proportion of error in terms of the complexity and length of the response.</p>
<b>Excellent</b> <b>E</b>	Interpretation and explanation of the source is sophisticated, insightful, and precise. The discussion of the links to the principles of <i>globalization</i> is comprehensively developed, accurate, and perceptive.	Relationship(s) are accurately and perceptively identified. The explanation is thorough and comprehensive.	Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated; ideas are judiciously organized. The writing demonstrates skillful control of mechanics and grammar.
<b>Proficient</b> <b>Pf</b>	Interpretation and explanation of the source is sound, specific, and adept. The discussion of the links to the principles of <i>globalization</i> is capably developed, consistent, and logical.	Relationship(s) are clearly and capably identified. The explanation is appropriate and purposeful.	Vocabulary is appropriate and specific. Sentence structure is controlled and effective; ideas are purposefully organized. The writing demonstrates capable control of mechanics and grammar.
<b>Satisfactory</b> <b>S</b>	Interpretation and explanation of the source is adequate, straightforward, and conventional. The discussion of the links to the principles of <i>globalization</i> is developed in a generalized fashion and relevant.	Relationship(s) are generally and adequately identified. The explanation is straightforward and conventional.	Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward; ideas are adequately organized. The writing demonstrates basic control of mechanics and grammar.
<b>Limited</b> <b>L</b>	Interpretation and explanation of the source is incomplete and/or vague. The discussion of the links to the principles of <i>globalization</i> may be incomplete, superficial, and imprecise.	The identification of relationship(s) is superficial and of questionable accuracy. The explanation is overgeneralized and/or redundant.	Vocabulary is imprecise, simplistic, and/or inappropriate. Sentence structure is awkward; ideas are organized ineffectively. The writing demonstrates a faltering control of mechanics and grammar.
<b>Poor</b> <b>P</b>	Interpretation and explanation of the source is minimal, inaccurate and/or simply copied from the source. The discussion of the links to the principles of <i>globalization</i> disjointed, irrelevant, and demonstrates little or no understanding of the assigned task.	The identification of relationship(s) is minimal. The explanation is tangential and/or incomplete.	Vocabulary is overgeneralized and/or inaccurate. Sentence structure is uncontrolled; organization of ideas is haphazard and/or lacking. The writing demonstrates a profound lack of control of mechanics and grammar.
<b>Zero</b> <b>Z</b>	Zero is assigned to a response that fails to meet the minimum requirements of the <b>Poor</b> category. A zero may be assigned in one or more categories.		

ADDITIONAL INFORMATION FOR SCORING COMMUNICATION AND WRITING
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Word choice and usage (appropriate and accurate application of words according to the context and meaning, including social studies terminology)</li> </ul> <p><b>Sentence Structure and Organization</b></p> <ul style="list-style-type: none"> <li>Syntax (the way in which words are combined to form phrases, clauses and sentences; completeness, consistency, and variety of sentence construction must be considered)</li> <li>Organization (coherence and focus)</li> </ul> <p><b>Mechanics and Grammar</b></p> <ul style="list-style-type: none"> <li>Mechanics (punctuation, spelling, capitalization)</li> <li>Grammar (subject-verb agreement, pronoun reference, correctness of tense)</li> </ul>