

Social Studies (-2): WRITING ASSIGNMENT #3

Focus	Communication (4)	Exploration and Analysis (8)	Defense of Position (8)
	<p>When marking Communication, the marker should consider the:</p> <ul style="list-style-type: none"> ● Organization and coherence ● Word choice (e.g. specificity and accuracy) ● Grammar and mechanics (e.g. consistency of tense, punctuation, spelling, capitalization) <p>Proportion of error to the length and complexity of the response must also be considered when awarding a mark for Communication</p>	<p>When marking Exploration and Analysis, the marker will consider the:</p> <ul style="list-style-type: none"> ● Quality of exploration of the issue(s) ● Quality of the analysis of various points of view on the issue(s) ● Understanding of the assigned task 	<p>When marking Defence of Position, the marker will consider the:</p> <ul style="list-style-type: none"> ● Quality of argument(s) selected to support the position taken ● Quality of evidence selected to support position taken ● Understanding of the assigned task
Mastery 4+ 4 4-	The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential. (4)	Exploration of the issue(s) is insightful and comprehensive. Analysis is thoughtful and thorough and misconceptions, if present, do not detract from the response. The student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task.(8)	The defence of position is based on one or more convincing, logical arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. (8)
Proficient 3+ 3 3-	The writing is straightforward and clearly organized. The vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication. (3)	Exploration of the issue(s) is specific and accurate. Analysis is appropriate and purposeful but may contain minor misconceptions. The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task. (6-7)	The defence of position is based on one or more sound arguments. Evidence is appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. (6-7)
Acceptable 2+ 2 2-	The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. (2-2.5)	Exploration of the issue(s) is valid but general and may contain misconceptions. Analysis is general and straightforward. The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task. (5)	The defence of position is based on one or more adequate arguments. Evidence is relevant, but general and/or incompletely developed. The evidence may contain errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. (5)
Beginning 1+ 1	Writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication. (1.5-2)	Exploration of the issue(s) is superficial and may contain substantial misconceptions. Analysis is limited or redundant, but discernible. The student demonstrates a confused, yet discernible, understanding of various points of view on the issue(s) and the assigned task. (3-4)	The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial and may not always be relevant. The evidence may contain significant errors. The student demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task. (3-4)
Limited 1-	Writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication. (0.5-1)	Exploration of the issue(s) is mistaken or irrelevant. Analysis is minimal and/or tangential. The student demonstrates a minimal understanding of various points of view on the issue(s) and the assigned task. (1..5)	The defence of position taken is difficult to determine and/or little or no attempt is made to defend it. Evidence, if present, is incomplete and/or marginally relevant. Significant errors in content are frequent. The student demonstrates a minimal understanding of applicable social studies knowledge and the assigned task. (1.5)
<p>Insufficient - 0 Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.</p>			

		Dimensions of Thinking: <ul style="list-style-type: none"> - Critical Thinking - Decision Making/Problem Solving 		Deliberate Inquiry: <ul style="list-style-type: none"> - Research Process 		Communication
Levels						