

Suggested Social Studies Rubrics

We have provided two rubrics: One with a “Classroom Based Assessment” approach, the other simplified for quick and easy scoring. Take your pick, or create your own!

Social Studies Skills 5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.			
<input type="checkbox"/> Beginning	<input type="checkbox"/> Approaching	<input type="checkbox"/> Meeting	<input type="checkbox"/> Exceeding
<input type="checkbox"/> Selects an option and states a position with little or no analysis or explanation of how the option would be most appropriate.	<input type="checkbox"/> Selects an option and states a position with some explanation of how the option would be most appropriate.	<input type="checkbox"/> Selects an option and states a position that analyzes the problem and clearly explains (with documentation) why the option would be most appropriate. AND <input type="checkbox"/> Discusses that this option would be most beneficial to Mount Rainier and the Carbon River Road area for the long term.	<input type="checkbox"/> Selects an option and states a position that analyzes the problem and clearly explains (with documentation) why the option would be most appropriate; explains why other options are less appropriate. AND <input type="checkbox"/> Clearly explains (with documentation) how this option would be most beneficial to Mount Rainier and the Carbon River Road area for the long term.

Social Studies Skills 5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.			
<input type="checkbox"/> Beginning	<input type="checkbox"/> Approaching	<input type="checkbox"/> Meeting	<input type="checkbox"/> Exceeding
<input type="checkbox"/> Lacks a clear position or offers no support from documents.	<input type="checkbox"/> Takes a position, but offers little (or disconnected) support from documents.	<input type="checkbox"/> Presents a clear position, offers relevant support from documents.	<input type="checkbox"/> Presents a clear position, offers distinctive and persuasive support from documents.

Suggested Writing Rubrics

We have provided basic writing rubrics for use in Language Arts classes: Pick and choose from these, depending upon what you want to focus on for this assignment.

Writing 3.1: CONTENT			
<input type="checkbox"/> Beginning	<input type="checkbox"/> Approaching	<input type="checkbox"/> Meeting	<input type="checkbox"/> Exceeding
<input type="checkbox"/> Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text.	<input type="checkbox"/> Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material.	<input type="checkbox"/> Maintains adequate focus on the topic and has adequate supporting details.	<input type="checkbox"/> Maintains consistent focus on topic and has selected and relevant details.
Writing 3.1: ORGANIZATION			
<input type="checkbox"/> Beginning	<input type="checkbox"/> Approaching	<input type="checkbox"/> Meeting	<input type="checkbox"/> Exceeding
<input type="checkbox"/> Has little evidence of an organizational pattern or any sense of wholeness and completeness. <input type="checkbox"/> Provides transitions which are poorly utilized, or fails to provide transitions.	<input type="checkbox"/> Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness. <input type="checkbox"/> Provides transitions which are weak or inconsistent.	<input type="checkbox"/> Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur. <input type="checkbox"/> Provides adequate transitions in an attempt to connect ideas	<input type="checkbox"/> Has a logical organizational pattern and conveys a sense of completeness and wholeness. <input type="checkbox"/> Provides transitions which clearly serve to connect ideas
Writing 3.1: STYLE			
<input type="checkbox"/> Beginning	<input type="checkbox"/> Approaching	<input type="checkbox"/> Meeting	<input type="checkbox"/> Exceeding
<input type="checkbox"/> Has a limited or inappropriate vocabulary for the intended audience and purpose. <input type="checkbox"/> Has little or no variety in sentence length and structure. <input type="checkbox"/> Provides the reader with little sense of the person behind the words.	<input type="checkbox"/> Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose. <input type="checkbox"/> Shows limited variety in sentence length and structure. <input type="checkbox"/> Attempts somewhat to give the reader a sense of the person behind the words.	<input type="checkbox"/> Uses adequate language and appropriate word choices for intended audience and purpose. <input type="checkbox"/> Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure. <input type="checkbox"/> Provides the reader with some sense of the person behind the words.	<input type="checkbox"/> Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose. <input type="checkbox"/> Includes sentences, or phrases where appropriate, of varied length and structure. <input type="checkbox"/> Allows the reader to sense the person behind the words.
Writing 3.3: CONVENTIONS			
<input type="checkbox"/> Beginning	<input type="checkbox"/> Approaching	<input type="checkbox"/> Meeting	<input type="checkbox"/> Exceeding

<p>Commonly uses conventions incorrectly, with many errors:</p> <p><input type="checkbox"/> English Language usage</p> <p><input type="checkbox"/> Complete sentences</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Punctuation</p> <p><input type="checkbox"/> Capitalization</p> <p><input type="checkbox"/> Handwriting</p>	<p>Generally uses conventions correctly, with several errors:</p> <p><input type="checkbox"/> English usage</p> <p><input type="checkbox"/> Complete sentences</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Punctuation</p> <p><input type="checkbox"/> Capitalization</p> <p><input type="checkbox"/> Handwriting</p>	<p>Routinely uses conventions correctly, with a few errors:</p> <p><input type="checkbox"/> English usage</p> <p><input type="checkbox"/> Complete sentences</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Punctuation</p> <p><input type="checkbox"/> Capitalization</p> <p><input type="checkbox"/> Handwriting</p>	<p>Uses conventions correctly, with no or almost no errors:</p> <p><input type="checkbox"/> English usage</p> <p><input type="checkbox"/> Complete sentences</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Punctuation</p> <p><input type="checkbox"/> Capitalization</p> <p><input type="checkbox"/> Handwriting</p>
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Suggested “Public Meeting” Rubric

Use this optional basic Communication and Social Studies Skills rubric for the Public Meeting (or Socratic Seminar) phase of the assignment/project.

COMMUNICATION			
<input type="checkbox"/> Beginning	<input type="checkbox"/> Approaching	<input type="checkbox"/> Meeting	<input type="checkbox"/> Exceeding
<input type="checkbox"/> Offers no comments to further the discussion	<input type="checkbox"/> Offers some comments or analysis, but needs prompting	<input type="checkbox"/> Offers meaningful comments and analysis	<input type="checkbox"/> Offers meaningful comments analysis to move the conversation forward
<input type="checkbox"/> Not prepared, lacking notes or marked/annotated text	<input type="checkbox"/> Somewhat prepared, with few notes or marked/annotated text	<input type="checkbox"/> Is prepared with notes and/or marked/annotated text	<input type="checkbox"/> Is prepared with notes and marked/annotated text
<input type="checkbox"/> Shows little or no active listening	<input type="checkbox"/> Shows some active listening	<input type="checkbox"/> Consistently shows active listening	<input type="checkbox"/> Consistently shows active listening; offers valuable clarification and/or follow-up extending the conversation
<input type="checkbox"/> Comments are not based on the text	<input type="checkbox"/> Comments rely on own opinion and less on the text	<input type="checkbox"/> Uses references to specific parts of the text	<input type="checkbox"/> Often refers to specific parts of the text to support opinions