

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## SOCIAL STUDIES WRITING RUBRIC

| FEATURES  | INADEQUATE  | UNDER DEVELOPED   | PARTIALLY DEVELOPED  | DEVELOPED  | EXCEPTIONALLY DEVELOPED  |
|---|---|---|--|--|--|
| <b>FOCUS</b>  | <ul style="list-style-type: none"> <li>•no thesis statement</li> <li>•no subject/topic present</li> <li>•no opening and closing statements are present</li> </ul> | <ul style="list-style-type: none"> <li>•weak thesis statement with little or ambiguous support</li> <li>•subject/topic is unclear</li> <li>•opening and closing statements are lacking and ineffective</li> </ul>       | <ul style="list-style-type: none"> <li>•subject/issue is clear, but the position is not</li> <li>•preview of major points has been attempted</li> <li>•opening and closing statements are present, but not related and/or effective</li> </ul>                               | <ul style="list-style-type: none"> <li>•subject/issue and position are clear</li> <li>•major points are previewed</li> <li>•opening and closing statements are related, but may not be effective</li> </ul>  | <ul style="list-style-type: none"> <li>•subject/issue and position are clear</li> <li>•major points of support are clearly previewed</li> <li>•opening and closing statements are related <b>and</b> effective</li> </ul>                                    |
|   | <b>3</b>  | <b>7</b>  | <b>10</b>  | <b>13</b>  | <b>16</b>  |
| <b>SUPPORT</b>  | <ul style="list-style-type: none"> <li>•no examples present</li> <li>•no identifiable sources</li> </ul>  | <ul style="list-style-type: none"> <li>•examples are present, but are too general to qualify as support</li> <li>•support is questionable, so topic is weakened and lacks credit to source</li> </ul>                   | <ul style="list-style-type: none"> <li>•identifies/expands at least one main point</li> <li>•somewhat addresses assigned topic, but major digression(s)</li> <li>•uses at least one example</li> <li>•support/elaboration is ambiguous and lacks credit to source</li> </ul> | <ul style="list-style-type: none"> <li>•identifies/expands at least two main points</li> <li>•adequately addresses question or topic, but minor digression(s)</li> <li>•uses two or more examples</li> <li>•support/elaboration is credible, and sources are credited</li> </ul> | <ul style="list-style-type: none"> <li>•identifies/expands two or more main points</li> <li>•clearly addresses assigned topic</li> <li>•uses two or more specific examples</li> <li>•support/elaboration is ample and properly credited to source</li> </ul> |
|   | <b>9</b>  | <b>19</b>   | <b>29</b>  | <b>37</b>  | <b>40</b>  |
| <b>ORGANIZATION</b>                                     | <ul style="list-style-type: none"> <li>•fails to meet structural requirements</li> </ul>  | <ul style="list-style-type: none"> <li>•points lack appropriate order <b>and</b> coherence</li> <li>•severe paragraphing problems present</li> </ul>  | <ul style="list-style-type: none"> <li>•points lack order <b>or</b> coherence</li> <li>•some appropriate paragraphing present</li> </ul>   | <ul style="list-style-type: none"> <li>•the structure of the paper is evident, and most points are appropriately paragraphed</li> <li>•a majority of points are logically presented and coherent</li> </ul>  | <ul style="list-style-type: none"> <li>•the structure of the paper is evident, and all points are appropriately paragraphed</li> <li>•most points are logically presented and coherent</li> </ul>  |
|   | <b>3</b>  | <b>7</b>  | <b>10</b>  | <b>13</b>  | <b>16</b>  |
| <b>STYLE/ INTEGRATION</b>                               | <ul style="list-style-type: none"> <li>•unoriginal, choppy writing</li> </ul>   | <ul style="list-style-type: none"> <li>•unoriginal or repetitive transitions</li> <li>•intro is same as conclusion</li> <li>•poor word choice/word flow</li> <li>•does not use variety in sentence structure</li> </ul> | <ul style="list-style-type: none"> <li>•attempts variety in transitions, sentence structure, and word choice</li> <li>•awkward word flow</li> </ul>  | <ul style="list-style-type: none"> <li>•variety of transitions link ideas/ paragraphs</li> <li>•frequently varies sentence structure</li> <li>•frequent good word choice/ takes risks</li> <li>•natural word flow</li> </ul>   | <ul style="list-style-type: none"> <li>•variety in transitions linking ideas/paragraphs</li> <li>•regularly uses variety in sentence structure</li> <li>•superior word choice*</li> <li>•superior word flow (WOW!)</li> </ul>                                |
|   | <b>3</b>  | <b>4</b>  | <b>6</b>   | <b>9</b>   | <b>12</b>  |
| <b>CONVENTIONS</b><br>(see reverse side for guidelines) | <ul style="list-style-type: none"> <li>•the amount of writing is insufficient to show that criteria were met</li> </ul>   | <ul style="list-style-type: none"> <li>•four or more major errors</li> <li>•numerous minor errors</li> </ul>  | <ul style="list-style-type: none"> <li>•no more than three major errors</li> <li>•numerous minor errors</li> </ul>   | <ul style="list-style-type: none"> <li>•no more than two major errors</li> <li>•few minor errors</li> </ul>  | <ul style="list-style-type: none"> <li>•no more than one major error</li> <li>•few and/or no minor errors</li> </ul>   |
|   | <b>3</b>  | <b>7</b>  | <b>10</b>  | <b>13</b>  | <b>16</b>  |

\*strong verbs, precise language, specific/concrete nouns

## Major and Minor Conventional Errors

**Please note:** Even though a student may repeat the same error, the error counts as one major or minor error. For example, if a student's paper has six run-ons and one fragment, since those errors are in the same major grammatical category, the student's paper only contains one major error.

### **Major**

Subject/verb agreement

**Incorrect:** The number of applicants are growing.  
**Correct:** The number of applicants is growing.

Run-on/fragments

**Incorrect:** Using correct grammar is important. Because you want to make a good impression in the workplace speaking and writing well will help you to do just that.  
**Correct:** Using correct grammar is important because you want to make a good impression in the workplace. Speaking and writing well will help you do just that.

Omitted words that interfere/incorrect usage

**Incorrect:** It is important not to words when writing a paper, or your meaning will be effected.  
**Correct:** It is important not to omit words when writing a paper, or your meaning will be affected.

Incorrect pronoun reference

**Incorrect:** Everyone must hand in their work on time.  
**Correct:** Everyone must hand in his/her work on time.

Confusing tense shifts

**Incorrect:** The last time I wrote a paper, I write it at the last minute.  
**Correct:** The last time I wrote a paper, I wrote it at the last minute.

Misspelled common words

**Incorrect:** Students do not recieve grades; they earn them.  
**Correct:** Students do not receive grades; they earn them.

Punctuation/ capitalization

initial caps, proper nouns, ending punctuation, apostrophes

### **Minor**

Incorrectly connecting clauses

**Incorrect:** Today is Monday, but tomorrow is Tuesday.  
**Correct:** Today is Monday, and tomorrow is Tuesday.

Omitted words that do not interfere/  
incorrect homonym usage

**Incorrect:** They're to many students in the halls.  
**Correct:** There are many students in the halls.

Spelling (unusual, less frequently used words)

Punctuation/capitalization

periods for abbreviations, commas in a series, commas in opening phrases or clauses