

Minor Writing Assignment Rubric

Interpretation of Sources – 5 Marks x 2 = 10 Marks

When marking Interpretation of Sources, markers should consider how effectively the student

- Interprets and explains each source to identify perspective(s)
- Explains the linkages between the principles of nationalism, internationalism, and ultranationalism for each source

NOTE: Students are expected to address **ALL** sources. Students may present their interpretations and linkages in holistic or linear fashion.

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| Excellent (E) 5 | Interpretation of the source is sophisticated, insightful and precise. Linkages to the principles of nationalism, internationalism, and ultranationalism are accurate, perceptive and comprehensive. |
| Proficient (Pf) 4 | Interpretation of the source is sound, specific and adept. Linkages to the principles of nationalism, internationalism, and ultranationalism are consistent, logical and capably developed. |
| Satisfactory (S) 3 | Interpretation of the source is adequate, straightforward and conventional. Linkages to the principles of nationalism, internationalism, and ultranationalism are relevant and developed in a generalized fashion. |
| Limited (L) 2 | Interpretation of the source is incomplete and/or vague. Linkages to the principles of nationalism, internationalism, and ultranationalism may be incomplete, superficial and imprecise. |
| Poor (P) 1 | Interpretation of the source is minimal, inaccurate or simply copied from the source. Linkages to the principles of nationalism, internationalism, and ultranationalism are disjointed, irrelevant and demonstrate little or no understanding of the assigned task. |

Identification of Relationships – 5 Marks x 2 = 10 Marks

When marking Identification of Relationships, markers should consider how effectively the student

- Identifies and explains the relationship(s) that exist among the sources
- Supports the relationship(s) with evidence drawn from the sources and Social Studies

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| Excellent (E) 5 | Relationship(s) are accurately and perceptively identified and explained. Support is precise and astutely chosen. |
| Proficient (Pf) 4 | Relationship(s) are clearly and capably identified and explained. Support is specific and well chosen, but may contain some minor errors. |
| Satisfactory (S) 3 | Relationship(s) are generally and adequately identified and explained. Support is relevant but may contain some errors and/or extraneous detail. |
| Limited (L) 2 | The identification and explanation of relationship(s) is superficial and of questionable accuracy. Support is simplistic, lacks validity and/or is inappropriately chosen. Errors are significant. |
| Poor (P) 1 | The identification and explanation of relationship(s) is minimal. Support is largely a restatement of the sources, irrelevant and/or absent. |

Quality of Communication 5 Marks

When marking *Quality of Communication* the markers should consider the student's

- Vocabulary (including use of Social Studies terminology)
- Sentence structure and organization
- Mechanics and grammar

Note: Students are expected to use paragraph form for the responses. Consider the proportion of error in terms of the complexity and length of the response.

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| Excellent (E) 5 | Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated. Ideas are judiciously organized. The writing demonstrates skilful control of mechanics and grammar. |
| Proficient (Pf) 4 | Vocabulary is appropriate and specific. Sentence structure is controlled and effective. Ideas are purposely organized. The writing demonstrates capable control of mechanics and grammar. |
| Satisfactory (S) 3 | Vocabulary is conventional and generalized. Sentence structure is conventional and generalized. Ideas are adequately organized. The writing demonstrates basic control of mechanics and grammar. |
| Limited (L) 2 | 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. |
| Poor (P) 1 | Vocabulary is over generalized and/or inaccurate. Sentence structure is uncontrolled. Organization of ideas is haphazard or lacking. The writing demonstrates a profound lack of control of mechanics and grammar. |