Social Studies 30-1 Written Response Assignment I Scoring Categories and Criteria

	INTERPRETATION OF SOURCES (12)	RELATIONSHIPS (6)	COMMUNICATION (2)
FOCUS	When marking *Interpretation of Sources*, markers should consider how effectively the student • interprets each source to demonstrate an understanding of how each source links to liberalism **Note**: Students are expected to address **all** three sources.	When marking *Relationships*, markers should consider how effectively the student • explains the relationship(s) that exist **among** all sources **Note**: Students may explain the relationship(s) in one part of the response or the explanation of relationship(s) may be embedded.	When marking *Communication*, markers should consider how effectively the student communicates, including control of • vocabulary • sentence structure • mechanics, grammar, and organization **Note**: Students are expected to use paragraph form for the response. Consider the proportion of error in terms of complexity and length of the response for the assigned task.
Excellent **E**	Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.	The explanation of relationship(s) is perceptive and thorough.	Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated. The writing demonstrates skillful control of mechanics and grammar and is judiciously organized.
Proficient **Pf**	Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.	The explanation of relationship(s) is capable and purposeful.	Vocabulary is appropriate and specific. Sentence structure is controlled and effective. The writing demonstrates capable control of mechanics and grammar and is purposefully organized.
Satisfactory **S**	Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism.	The explanation of relationship(s) is adequate and straightforward.	Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward. The writing demonstrates basic control of mechanics and grammar and is adequately organized.
Limited **L**	Interpretation of the source is incomplete, vague, and simplistic, demonstrating a confused understanding of links to liberalism.	The explanation of relationship(s) is superficial, incomplete, redundant, and of questionable accuracy.	Vocabulary is imprecise, simplistic, and inappropriate. Sentence structure is awkward. The writing demonstrates a faltering control of mechanics and grammar and is ineffectively organized.
Poor **P**	Interpretation of the source is scant, inaccurate, irrelevant, and/or the source is copied, demonstrating little or no understanding of links to liberalism.	The explanation of relationship(s) is scant, illogical, and tangential.	Vocabulary is overgeneralized and inaccurate. Sentence structure is uncontrolled. The writing demonstrates a profound lack of control of mechanics and grammar and is haphazardly organized.
Zero **Z**	Zero is assigned to a response that fails to meet the minimum requirements of **Poor**.		

ADDITIONAL INFORMATION FOR SCORING COMMUNICATION AND WRITING

Vocabulary

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

Sentence Structure

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

Mechanics, Grammar, and Organization

• Mechanics (punctuation, spelling, capitalization)
• Grammar (subject-verb agreement, pronoun reference, correctness of tense)
• Organization (coherence and focus)

NOTE: When *and* is used in the marking criteria as part of a list of descriptors, it is important to note that the writing may contain one or more of the descriptors listed. This applies to both Assignment I and Assignment II.