

High School Gateway Assessment – Scoring Rubrics (Landscape Orientation)

Domain 1: Development, Analysis, and Interpretation (DEV). The degree to which the writer demonstrates a depth of understanding of Social Studies through the description, analysis, interpretation, and synthesis of facts, concepts, and events related to the assigned task.

Components and Elements

- Depth of Development
 - Analysis and Interpretation of relationships implicit in the writing task
 - Description of social studies facts, concepts and historical events
- Response to Task
- Focus/Relevance

| | 1 | 2 | 3 | 4 | 5 |
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| Response to Task | <ul style="list-style-type: none"> • Assigned task is not addressed <u>or</u> attempts to address the assigned task are unclear or incorrect | <ul style="list-style-type: none"> • The assigned task is addressed, but explanations are incomplete or vague | <ul style="list-style-type: none"> • Most parts of the assigned writing task are explained with sufficient detail | <ul style="list-style-type: none"> • All parts of the assigned writing task are explained, but some parts may be more fully developed than others | <ul style="list-style-type: none"> • All parts of the assigned task are explained comprehensively |
| <p>Depth of Development</p> <p>Analysis and Interpretation of relationships implicit in the writing task</p> <p>Description of social studies facts, concepts and historical events</p> | <ul style="list-style-type: none"> • Relationships are not addressed or attempts to address relationships are inaccurate or unclear • Ideas are unclear, irrelevant, and/or repeated • Insufficient student writing to determine competence | <ul style="list-style-type: none"> • Relationships are only partially addressed, and conclusions are not explained • Minimally developed descriptions of social studies concepts and historical events • May simply restate information from the documents | <ul style="list-style-type: none"> • Analysis and interpretation of some important relationships implicit in the writing task, but some conclusions may not be explained • Sufficiently developed descriptions of social studies facts, concepts and historical events | <ul style="list-style-type: none"> • Effective analysis and interpretation of important relationships implicit in the writing task; conclusions are supported with accurate factual information • Well-developed descriptions of social studies facts, concepts and historical events | <ul style="list-style-type: none"> • Balanced, in-depth analysis and interpretation of important relationships implicit in the writing task; conclusions are thoroughly supported with accurate factual information • Fully developed descriptions of social studies facts, concepts and historical events |
| Focus/Relevance | <ul style="list-style-type: none"> • Ideas are unclear, irrelevant, and/or repeated | <ul style="list-style-type: none"> • Ideas may be relevant but undeveloped <u>or</u> a mixture of relevant and irrelevant ideas | <ul style="list-style-type: none"> • Most ideas are relevant | <ul style="list-style-type: none"> • Most or all ideas are relevant | <ul style="list-style-type: none"> • All ideas are relevant |

Domain 2: Expression of Social Studies Knowledge (KNO). The degree to which the writer uses appropriate social studies vocabulary, relevant prior knowledge, and information from the provided documents.

Components

- Prior Knowledge
 - accuracy and relevance of information
 - amount of prior knowledge
- Use of Documents
- Social Studies Vocabulary

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| Prior Knowledge | <ul style="list-style-type: none"> • Information is incorrect, irrelevant, unclear, or copied from the documents • Insufficient student writing to determine competence | <ul style="list-style-type: none"> • Prior knowledge is not sufficiently demonstrated (mixture of correct, irrelevant, and incorrect prior knowledge) • Demonstration of competence limited by the brevity of the response | <ul style="list-style-type: none"> • Prior knowledge is generally relevant and correct | <ul style="list-style-type: none"> • Considerable relevant and correct prior knowledge | <ul style="list-style-type: none"> • Extensive relevant and correct prior knowledge |
| Use of Documents | <ul style="list-style-type: none"> • Provided documents are not used or are used inappropriately | <ul style="list-style-type: none"> • Over-reliance on information from the provided documents | <ul style="list-style-type: none"> • Adequate social studies vocabulary (from within and beyond the provided documents) | <ul style="list-style-type: none"> • Clear and appropriate use of provided documents | <ul style="list-style-type: none"> • Effective use of provided documents |
| Social Studies Vocabulary | <ul style="list-style-type: none"> • Little attempt to use social studies vocabulary; word choice is inaccurate, imprecise, inappropriate and/or confusing | <ul style="list-style-type: none"> • Some social studies vocabulary used correctly (may be limited to vocabulary used in the provided documents) | <ul style="list-style-type: none"> • Generally appropriate use of provided documents | <ul style="list-style-type: none"> • Social studies vocabulary used consistently in the response | <ul style="list-style-type: none"> • Extensive social studies vocabulary used throughout the response |

Domain 3: Organization of Social Studies Concepts (ORG). The degree to which the writer’s ideas are arranged in a clear order and the overall structure of the response is consistent with the parts of the assigned task.

Components and Elements

- Linking Ideas
 - Sequence of Ideas
 - Transitioning
- Overall Plan/Organizational Strategy Appropriate to the Assigned Task
- Introduction/Body/Conclusion

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| Linking Ideas Sequence of Ideas Transitioning | <ul style="list-style-type: none"> • Majority of ideas are not sequenced in a meaningful order • Lack of transitions or inappropriate transitions • Insufficient student writing to determine competence | <ul style="list-style-type: none"> • Limited evidence of sequencing (arrangement of ideas may be unclear in parts of the response) • Limited use of transitions <u>or</u> transitions may be ineffective (repeated, unclear, or formulaic) • Demonstration of competence limited by the brevity of the response | <ul style="list-style-type: none"> • Clear sequence of ideas • Transitions link some parts of the response | <ul style="list-style-type: none"> • Appropriate sequencing of ideas • Varied transitions link parts of the response and link ideas within paragraphs | <ul style="list-style-type: none"> • Logical and appropriate sequencing of ideas within paragraphs and across all parts of the response • Effective and varied transitions link all elements of the response and extend beyond the use of transitional words and phrases |
| Overall Plan/ Organizational Strategy | <ul style="list-style-type: none"> • Attempts at organization are ineffective, haphazard, or disjointed | <ul style="list-style-type: none"> • Little evidence of an overall organizational strategy <u>or</u> strategy is inappropriate to the assigned task | <ul style="list-style-type: none"> • Organizational strategy is generally appropriate to the assigned task | <ul style="list-style-type: none"> • Most or all parts of the organizational strategy are appropriate to the assigned task | <ul style="list-style-type: none"> • All parts of the organizational strategy are appropriate to the assigned task; sophisticated organizing strategy may be unique |
| Introduction/ Body/ Conclusion | <ul style="list-style-type: none"> • Lacks an identifiable introduction and/or conclusion | <ul style="list-style-type: none"> • May lack either an introduction or a conclusion <u>or</u> include an inappropriate introduction or conclusion | <ul style="list-style-type: none"> • Introduction is clear, and a conclusion provides closure | <ul style="list-style-type: none"> • Introduction establishes the topic and purpose, and conclusion provides closure without repetition | <ul style="list-style-type: none"> • Introduction establishes the topic and purpose, and conclusion provides closure without repetition; both the introduction and the conclusion are appropriate to the assigned task |

Domain 4: Conventions (CON). The degree to which the writer demonstrates control of sentence formation, usage, diction, and mechanics.

Components and Elements

- Sentence Formation (correctness, effectiveness, complexity, end punctuation, variety)
- Usage/Diction (subject-verb agreement, standard word forms, pronoun-antecedent agreement, tense)
- Mechanics (citation of original sources, internal punctuation, spelling, capitalization, paragraph breaks)

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| Sentence Formation | <ul style="list-style-type: none"> • Frequent sentence fragments, run-ons, and incorrect sentences • Lack of sentence variety | <ul style="list-style-type: none"> • Simple sentences may be formed correctly, but there are frequent fragments and run-ons • Little variation in sentence length and structure | <ul style="list-style-type: none"> • Majority of sentences are formed correctly, but there may be some fragments and run-ons • Some variation in sentence length and structure | <ul style="list-style-type: none"> • Simple, complex, and compound sentences are consistently clear and generally effective • Sentences vary in length and structure | <ul style="list-style-type: none"> • Simple, complex, and compound sentences are clear and effective throughout the response • An extensive variety of sentence lengths, structures, and beginnings |
| Usage/Diction Mechanics | <ul style="list-style-type: none"> • May contain frequent and severe errors in both usage and mechanics • Errors may interfere with or obscure meaning • Insufficient student writing to determine competence | <ul style="list-style-type: none"> • Mixture of correct and incorrect instances of usage and mechanics • Some errors may interfere with meaning • Demonstration of competence limited by the brevity of the response | <ul style="list-style-type: none"> • Majority of response contains correct usage and mechanics, but there may be some errors in each element • Few errors interfere with meaning | <ul style="list-style-type: none"> • Most elements of usage are consistently correct; accurate, specific words • Most elements of mechanics are consistently correct • Errors are generally minor and do not interfere with meaning | <ul style="list-style-type: none"> • All elements of usage are consistently correct; accurate, specific, and varied words • All elements of mechanics are consistently correct • Errors are infrequent and, if present, do not interfere with meaning |