Rubric for SS/Research Written Assignments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **Written Content** | Exhibits thorough understanding of material. Uses higher order thinking skills to evaluate historical information. Thoroughly detailed responses included more information than necessary. | Exhibits thorough understanding of material and correctly evaluates historical information. Written response was detailed and thorough.  | Exhibits an understanding of material and satisfactorily evaluates historical information. Writing could have been better detailed, but includes full response. | Exhibits partial understanding of, but lacks thorough evaluation of historical information. Writing lacked important details to complete response. | Exhibits little understanding of material and/or misevaluated historical context. Writing lacked detail and was not complete. |
| **Written Structure/ Mechanics** | Clearly organized w/ an introduction, body & conclusion (if necessary). Uses higher order thinking skills to organize writing & uses above grade level grammar /mechanics. There are no (grade level) errors in punctuation, capitalization, usage or spelling… | Information is organized into separate introduction, body and conclusion (if necessary). Student uses appropriate paragraph/ essay format and grade level grammar & mechanics. There are no (grade level) errors in punctuation, capitalization, usage or spelling… | Has a clear introduction, body and conclusion (if necessary), but ideas could be better organized. Uses grade level grammar and mechanics, but may have several minor grammatical errors in punctuation, capitalization, usage and/or spelling. | Ideas are organized, but writing lacks paragraph / essay format – OR- Has format, but ideas lack organization. Shows only partial/ inconsistent understanding of grade level ELA standards; there are multiple errors in punctuation, capitalization, usage &/ or spelling that hinder comprehension.  | Ideas are not separated into paragraphs & there is no clear structure or organization of ideas. Writing does not follow conventions of written English. Grammatical/ mechanical errors in punctuation, capitalization, usage, spelling… makes writing incomprehensible. |
| **Overall Quality** | Student work is outstanding and consistently demonstrates thorough and above gravel level understanding of standards and objectives. Student exhibits an ability to think critically in new situations, apply higher order thinking skills and produces work that integrates and applies learned skills in creative and complex ways.  | Student work is commendable and demonstrates thorough and consistent understanding of grade level standards and objectives. Student completes work independently and integrates learned concepts and skills | Student work demonstrates an understanding of grade level standards and objectives. Student completes work independently and satisfactorily, and integrates/ applies expected concepts and skills. | Student work demonstrates a partial understandingof grade level standards and objectives. Student exhibits inconsistent understanding and application of concepts and skills. | Student work does not meet grade level standards and objectives; demonstrates minimal understanding. Shows little organizational, reason & critical thinking skills; independent tasks are only completed with assistance.  |