Long Branch Public Schools
PARCC-Aligned Social Studies Rubric
(For assignments with required formatting & source documentation)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Comprehension of Content (x2)	Demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective and convincing** textual evidence	Demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis, and supporting the analysis with **adequate** textual evidence	Demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis and supporting the analysis with **basic** textual evidence	Demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence	Demonstrates **no comprehension** of ideas by providing inaccurate or no analysis and **little to no** textual evidence
Thesis Statement	Clearly states position with **unique, original** insight or perspective	**Clearly states** position with **some depth** of insight, thought, and/or originality	**States** position to focus topic	States position that **attempts** to focus topic	Has **unclear** position on topic
Development of Topic with Textual Evidence	Addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task by using **clear and convincing** reasoning supported by **relevant textual** evidence	Addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, by using **clear** reasoning supported by **relevant textual** evidence	Addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, by using **some** reasoning and **text-based** evidence	Addresses the prompt and develops the claim or topic and provides **minimal** development that is **limited in its appropriateness** to the task by using **limited reasoning** and **text-based** evidence <u>or</u> is a developed, text-based response with **little or no** awareness of the prompt	Is **undeveloped** and/or **inappropriate** to the task

Organization of Ideas	Demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer's progression of ideas	Demonstrates coherence, clarity, and cohesion, making it **fairly easy to follow** the writer's progression of ideas	Demonstrates **some** coherence, clarity, and/or cohesion, making the writer's progression of ideas **usually discernible but not obvious**	Demonstrates **limited** coherence, clarity, and/or cohesion, making the writer's progression of ideas **somewhat unclear**	**Lacks** coherence, clarity, and cohesion
Style	Establishes and maintains an **effective** style, attending to the norms and conventions of the discipline	Establishes and maintains a **mostly effective** style, while attending to the norms and conventions of the discipline	Has a style that is **somewhat effective, generally** attending to the norms and conventions of the discipline	Has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline	Has an inappropriate style, with **little to no** awareness of the norms of the discipline
Knowledge of Language and Conventions	Demonstrates full command of the conventions of standard English at an appropriate level of complexity with **no** errors in mechanics, grammar, and usage	Demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**	Demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**	Demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**	Demonstrates **no command** of the conventions of standard English. **Frequent and varied** errors in mechanics, grammar, and usage **impede understanding**
Formatting & Sources	Follows format with **all** sources and citations present	**Follows** format with most sources and/or citations present	**Mostly** follows format with **most** sources and/or citations present	**Does not** follow format and **some** sources and/or citations missing	**Does not** follow format and **all** sources and/or citations missing
				Total Points	**/32**

Points to Percentage Conversion									
32	100%	24	88%	16	80%	8	71%
31	98%	23	87%	15	79%	7	70%
30	97%	22	86%	14	78%	6	69%
29	96%	21	85%	13	76%	5	68%
28	95%	20	84%	12	75%	4	67%
27	93%	19	83%	11	74%	3	66%
26	91%	18	82%	10	73%	2	64%
25	89%	17	81%	9	72%	1/0	62%