Long Branch Public Schools
PARCC-Aligned Social Studies Rubric
(For assignments without 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 or 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**

Total Points   /28

Points to Percentage Conversion							
28	100%	21	87%	14	79%	7	72%
27	98%	20	86%	13	78%	6	70%
26	96%	19	84%	12	77%	5	68%
25	94%	18	83%	11	76%	4	66%
24	92%	17	82%	10	75%	3	64%
23	90%	16	81%	9	74%	2	62%
22	88%	15	80%	8	73%	1/0	60%