

Name \_\_\_\_\_

## Social Studies Common Core Short Response Exam Grades 6-10

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This examination consists of short response questions graded based on the Common Core State Standards. Questions are each worth up to 100 points. Grade on the exam is the average of the scores earned on each question. Different rubrics are used for each type of question depending on whether the question is **informational** or **argument**.

### Informational / Expository

100	94	85	76	65	55	44
<ul style="list-style-type: none"> <li>• Topic <b>fully</b> developed with accurate, well-chosen concrete details.</li> <li>• Precise language and domain-specific vocabulary used.</li> <li>• Maintained a formal style and objective tone.</li> <li>• Evidence of analysis (cause-effect, compare-contrast, categorize) or evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic only <b>adequately</b> developed with accurate, well-chosen concrete details.</li> <li>• Precise language and domain-specific vocabulary used.</li> <li>• Maintained a formal style and objective tone.</li> <li>• Evidence of analysis (cause-effect, compare-contrast, categorize) or evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic <b>unevenly</b> developed with relevant, well-chosen facts and concrete details.               <ul style="list-style-type: none"> <li>• May be errors and/or serious omissions.</li> </ul> </li> <li>• Use of precise language and domain-specific vocabulary may be inconsistent or absent.</li> <li>• May show inconsistent use of a formal style and objective tone.</li> <li>• Little or no evidence of analysis—the writing is mostly descriptive.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic <b>mostly undeveloped</b> with inaccuracies and/or serious omissions               <ul style="list-style-type: none"> <li>• Severely limited—about half right</li> </ul> </li> <li>• Language may be informal, subjective, overly general.</li> <li>• Domain-specific vocabulary absent where it would have been appropriate, though the ideas are expressed in simpler terms</li> <li>• No evidence of higher level thinking</li> </ul>			

### Argument

100	94	85	76	65	55	44
<ul style="list-style-type: none"> <li>• Supports claims <b>strongly</b> with sufficient logical reasoning and relevant evidence († least two supports).</li> <li>• Demonstrates a <b>strong</b> command of the topic</li> <li>• Explains an opposing claim (9th-10th— refutes counterclaim).</li> <li>• Maintains an organized, formal and cohesive writing style.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports claims <b>adequately</b> with sufficient logical reasoning and relevant evidence.</li> <li>• Demonstrates an <b>adequate</b> command of the topic.</li> <li>• Explains an opposing claim (9th-10th— refutes counterclaim).</li> <li>• Maintains an organized, formal and cohesive writing style.</li> </ul>	<ul style="list-style-type: none"> <li>• Claims are only minimally supported.</li> <li>• There are errors in logical reasoning and/or evidentiary basis for claims.</li> <li>• May have inadequate command of the topic.</li> <li>• Missing opposing claim.</li> <li>• The writing style may be inconsistently formal or not cohesive.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning is very weak, supporting evidence is barely relevant or persuasive.</li> <li>• Inadequate command of the topic.</li> <li>• Problems with organization, cohesion, level of formality.</li> </ul>			