

***20–2: Understanding Nationalism***  
**Written Response**  
**Scoring Categories and Criteria**

**Teacher Note:** A suggested scoring system has been included on each rubric. A score out of 30 is suggested for Assignment I, and a score out of 50 for each of Assignments II and III. You may choose to change the scoring system to suit your marking system or to meet student needs. You may wish to adjust the scoring to comply with the 20–40–40 per cent weighting guidelines used by Alberta Education for the Grade 12 diploma exams.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**20–2: Understanding Nationalism Written Response Assignment I  
Scoring Categories and Criteria**

<b>Scores</b>	<b>Explanations and Support [25]</b>	<b>Communication [5]</b>
<b>E Excellent</b>	The student shows a perceptive understanding that is comprehensively developed and supported by specific and accurate content. [25]	The writing is fluent and effectively organized; the vocabulary is precise, with only rare errors in construction. [5]
<b>Pf Proficient</b>	The student shows a clear understanding that is appropriately developed and supported by relevant content. The work may contain minor errors. [20]	The writing is clear and organized; the vocabulary is accurate with infrequent errors in construction. [4]
<b>S Satisfactory</b>	The student shows an acceptable understanding that is generally developed and supported by straightforward content. The work contains some errors or incomplete development. [15]	The writing is generally clear and the vocabulary is generally accurate. Errors in construction do not seriously interfere with communication. [3]
<b>L Limited</b>	The student shows a confused but discernible understanding that is superficially developed and supported by over-generalized content. The work contains significant errors. [10]	The writing is uneven and incomplete; the vocabulary is imprecise, with errors in construction that hinder communication. [2]
<b>P Poor</b>	The student shows a negligible understanding that is minimally developed and supported by marginal content. The work contains frequent and glaring errors. [5]	The writing is unclear and disorganized; the vocabulary is often incorrect, with flawed constructions that impede communication. [1]