

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 II
Scoring Categories and Criteria

Scores	Interpretation of Sources [20]	Defense of Position [20]	Communication [10]
E Excellent	The interpretations are insightful and comprehensive. The evidence is accurate and the student demonstrates a perceptive understanding of the role of the government/individual in society. [20]	The position is defended with convincing arguments supported by specific and accurate evidence. The student demonstrates perceptive understandings. [20]	The writing is fluent and presented in a convincing and engaging voice, with precise vocabulary and confident control of writing skills. [10]
Pf Proficient	The interpretations are accurate, and the evidence is appropriate, but may contain minor errors. The student demonstrates a clear understanding of the role of the government/individual in society. [16]	The position is defended with sound arguments supported by appropriate evidence with infrequent errors. The student demonstrates clear understandings. [16]	The writing is clear and presented in a distinct voice, with appropriate vocabulary and effective control of writing skills. [8]
S Satisfactory	The interpretations are valid. The evidence is generalized, with some errors or incomplete development. The student demonstrates an acceptable understanding of the role of the government/individual in society. [12]	The position is defended with adequate arguments supported by generalized or incomplete evidence with some errors. The student demonstrates acceptable understandings. [12]	The writing is generally clear and presented in a straightforward voice, with generalized vocabulary and basic control of writing skills. [6]
L Limited	The interpretations are over-generalized. The evidence is superficial, with significant errors. The student demonstrates a confused understanding of the role of the government/individual in society. [8]	The position is defended with simple assertions supported by superficial or questionable evidence with significant errors. The student demonstrates limited understandings. [8]	The writing is uneven and presented in an unconvincing voice, with imprecise or inappropriate vocabulary and faltering control of writing skills. [4]
P Poor	The interpretations are wrong or irrelevant. The evidence is incomplete, with frequent and glaring errors. The student demonstrates a negligible understanding of the role of the government/individual in society. [4]	The position taken is difficult to determine. The evidence presented is incomplete or only marginally relevant with frequent and glaring errors. The student demonstrates minimal understandings. [4]	The writing is unclear and presented in an ineffective voice, with frequently incorrect vocabulary and a lack of control of writing skills. [2]