

Grade 9

Social Studies

Written Response

2009 Scoring Guide

Grade 9 Social Studies – Written Response – Scoring Categories and Scoring Criteria for 2008 – 2009



	SIGNIFICANCE OF THE ISSUE (5 marks)	PERSONAL JUDGMENTS (10 marks)	SUPPORTING EVIDENCE (10 marks)	CLARITY OF COMMUNICATION (5 marks)
FOCUS	When marking the discussion of the SIGNIFICANCE OF THE ISSUE appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of the student's • understanding of the relevance of the issue to citizenship, identity, and quality of life in Canada • acknowledgement of the viewpoints, perspectives, and/or values of others Dimensions of Thinking: 9.S.1, 9.S.4, 9.S.8, 9.S.9* *Cross-references to specific Skills and Processes outcomes in the Grade 9 Social Studies Program of Studies (2007).	When marking PERSONAL JUDGMENTS appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of the student's • choice of position OR proposed solution regarding the issue • arguments related to the position OR ideas regarding the solution presented • awareness of the implications of the position OR solution advocated Dimensions of Thinking: 9.S.1, 9.S.2, 9.S.3, 9.S.4, 9.S.8* *Cross-references to specific Skills and Processes outcomes in the Grade 9 Social Studies Program of Studies (2007).	When marking SUPPORTING EVIDENCE appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of • the student's selection of evidence relative to the issue • the depth, breadth, and accuracy of the evidence provided • the student's integration and application of evidence to the arguments OR ideas presented Dimensions of Thinking: 9.S.1, 9.S.2, 9.S.3, 9.S.4, 9.S.8* *Cross-references to specific Skills and Processes outcomes in the Grade 9 Social Studies Program of Studies (2007).	When marking CLARITY OF COMMUNICATION appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of the student's • organization and development of the response • correct and effective control of mechanics (e.g., spelling, punctuation, capitalization) and usage (e.g., social studies terminology, subject-verb/pronoun-antecedent agreement, pronoun reference) Proportion of error to length and complexity of response must be considered. Dimensions of Thinking: 9.S.8* *Cross-reference to a specific Skills and Processes outcome in the Grade 9 Social Studies Program of Studies (2007).
Excellent E	• The student's understanding of the relevance of the issue is insightful. • The student explores various viewpoints, perspectives, and/or values in a deliberate manner.	• The student's choice of position OR proposed solution is perceptive. • The arguments OR ideas presented by the student are convincing. • The student demonstrates an astute awareness of the implications of the position OR solution advocated.	• The student has judiciously selected evidence pertinent to the issue. • The evidence provided is precise and/or comprehensive, and essentially free of factual errors. • The student has skillfully incorporated the evidence chosen in order to reinforce arguments OR ideas presented.	• The response is effectively focused and fluently developed. • The quality of the writing is enhanced because it is essentially free of errors in usage and/or mechanics.
Proficient Pf	• The student's understanding of the relevance of the issue is thoughtful. • The student explores various viewpoints, perspectives, and/or values in a purposeful manner.	• The student's choice of position OR proposed solution is sound. • The arguments OR ideas presented by the student are considered. • The student demonstrates a sensible awareness of the implications of the position OR solution advocated.	• The student has adeptly selected evidence significant to the issue. • The evidence provided is specific and/or elaborated, and contains few factual errors. • The student has competently incorporated the evidence chosen in order to strengthen arguments OR ideas presented.	• The response is clearly focused and coherently developed. • The quality of the writing is sustained because it contains only minor errors in usage and/or mechanics.
Satisfactory S	• The student's understanding of the relevance of the issue is logical. • The student explores various viewpoints, perspectives, and/or values in a straightforward manner.	• The student's choice of position OR proposed solution is appropriate. • The arguments OR ideas presented by the student are predictable. • The student demonstrates an adequate awareness of the implications of the position OR solution advocated.	• The student has generally selected evidence applicable to the issue. • The evidence provided is general and/or narrow in scope, and may contain occasional factual errors. • The student has sufficiently incorporated the evidence chosen in order to support arguments OR ideas presented.	• The response is functionally focused and logically developed. • The quality of the writing is acceptable because lapses in usage and/or mechanics do not detract from overall clarity.
Limited L	• The student's understanding of the relevance of the issue is incomplete. • The student explores various viewpoints, perspectives, and/or values in a superficial or ambiguous manner.	• The student's choice of position OR proposed solution is vague and/or simplistic. • The arguments OR ideas presented by the student are imprecise and/or lacking. • The student demonstrates a limited awareness of the implications of the position OR solution advocated.	• The student has selected evidence that is insufficient or tenuously related to the issue. • The evidence provided is vague, contradictory, and/or mere reiteration of information studied or content contained in the test, and may contain frequent factual errors. • The student has inconsistently incorporated the evidence chosen, which reduces the merit of arguments OR ideas presented.	• The response is weakly focused and uncertainly developed. • The quality of the writing is reduced because it contains frequent errors in usage and/or mechanics.
Poor P	• The student's understanding of the relevance of the issue is minimal. • The student explores various viewpoints, perspectives, and/or values in an abrupt or uninformed manner.	• The student's choice of position OR proposed solution is confused and/or undeveloped. • The arguments OR ideas presented by the student are inaccurate and/or overgeneralized. • The student demonstrates a questionable awareness of the implications of the position OR solution advocated.	• Evidence selected by the student, if present, is ineffective and/or tangentially related to the issue. • The evidence, where provided, is scant, obscure, extraneous, and/or simply copied from the test, and may contain numerous and glaring factual errors. • The student has haphazardly incorporated what evidence has been chosen, which does not validate any arguments OR ideas presented.	• The response is largely unfocused and unclearly developed. • The quality of the writing is minimized because it contains numerous and glaring errors in usage and/or mechanics.
Insufficient INS	• The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Significance of the Issue.	• The response has been awarded an INS for Significance of the Issue.	• The response has been awarded an INS for Significance of the Issue.	• The response has been awarded an INS for Significance of the Issue.

Note: Personal Judgments and Supporting Evidence are weighted to be worth twice as much as the other scoring categories.

September 2, 2008

Student work must address the task presented in the assignment. Responses that are completely unrelated to the issue presented in the writing assignment will be awarded a mark of **Insufficient**.