

Social Studies Writing Rubric

Name _____

Score _____ out of 20

Percent _____

	5	4	3	2	1
Spelling/Grammar	I spelled all of the words correctly and my sentences make sense.	I spelled most of the words correctly and my sentences mostly make sense.	I spelled some words correctly and some of my sentences make sense.	I had many spelling errors and my sentences were not put together correctly.	I didn't make an effort to spell words correctly or structure my sentences.
Mechanics I centered my title, indented my paragraphs, and used correct spacing and text size.	I correctly followed all directions.	I mostly followed the directions.	I followed some of the directions.	I didn't follow many of the directions.	I didn't follow the directions.
Paragraph Structure	My paragraphs are structured so that they include transitions and grade appropriate vocabulary and have 3-4 sentences each.	My paragraphs mostly include transitions and grade appropriate vocabulary and have 3 sentences each.	My paragraphs somewhat include transitions and grade appropriate vocabulary and have 2-3 sentences each.	My paragraphs are lacking transitions and grade appropriate vocabulary and have 2 or less sentences in each.	My paragraphs do not include transitions and grade appropriate vocabulary.
Content	All of the content in my paragraphs include the required information from the outline.	Most of the content in my paragraphs include the required information from the outline.	Some of the content in my paragraphs include the required information from the outline.	Very little of the content in my paragraphs include the required information from the outline.	None of the content in my paragraphs include the required information from the outline.

Rubrics For Social Studies Essays

Karen Tankersley



Rubrics For Social Studies Essays:

English Teacher's Guide to Performance Tasks and Rubrics Amy Benjamin, 2013-11-12 This book provides step by step procedures student hand outs and samples of student work

Social Studies Barbara Slater Stern, 2013-09-27 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company

Tools for Teaching Social Studies Jim Parsons, Mariah Schroder, 2015-06-24 Engage your students AND keep your sanity with classroom tested tools Tools for Teaching Social Studies delivers a wealth of practical solutions for classroom success all grounded in solid educational philosophy A lifeline for new social studies teachers and a source of inspiration and ideas for experienced teachers this book offers you a boost at every stage of your career Based on a master teacher's four decades of experience this top notch toolkit is packed with strategies Learn five key teaching principles that put you and your students on the path to success Discover your unique style Connect with your students Set and achieve realistic professional and personal goals Stay organized and manage your time effectively Empower yourself as a teacher Avoid burn out Facilitate effective group work Create engaging learning plans Make the right use of social media And much more

An English Teacher's Guide to Performance Tasks & Rubrics Amy Benjamin, 2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company

The Middle School Writing Toolkit Tim Clifford, 2013 The Middle School Writing Toolkit addresses the 5 major writing genres that middle school students are expected to master reports persuasive essays how to procedural essays narratives and literary responses and provides 57 mini lessons and more than 200 workstation tasks to start English teachers well on their way to creating a successful writing program in the classroom

15 School Questions and Discussion Mark F. Goldberg, 2002 Here's a timely useful book that gets at some of the most pressing educational issues of our time From school safety and testing to standards leadership and a multitude of curriculum related issues Goldberg cuts through the rhetoric and jargon and provides readers clear information and practical answers and direction for each question he raises

Tests That Teach Karen Tankersley, 2010-06-22 Now that the No Child Left Behind Act has left its mark on public education educators across the United States are all the more invested in preparing their students for state and national assessments In Tests That Teach Using Standardized Tests to Improve Instruction Karen Tankersley guides you with proven tips and instructional strategies to help your students perform to their potential Covering all core contents areas language arts social studies math and science and respecting all levels of student performance Tankersley Examines the various types of questions that routinely appear on these assessments Provides sample multiple choice and constructed response questions from the tests Offers guidelines on how to create daily lessons that encourage students to practice the skills and demonstrate the knowledge they'll need to use on the high stakes tests Suggests word lists games discussion topics and testing ideas for your classroom and Describes how school staff can create a learning community that fosters collaboration among teachers and high performance in students Also included are a wealth of online resources for lesson plans daily classroom activities

and virtual field trips as well as links to every state's released materials on its own assessment. As Tankersley explains, teaching students the skills they need to do well on constructed response tests will better prepare students both to score well on state and national assessments and to take their place as thoughtful and organized thinkers in a rapidly changing competitive society.

Best Practices in Social Studies Assessment Mark Percy, 2017-03-01

The importance of social studies assessment is beyond question. The National Council of the Social Studies C3 Framework recognizes the importance of high quality assessments; its major objective, a deep understanding of the sociocultural world, has as its underpinning the idea that students must be able to investigate the world and that teachers must be able to assess their understanding of it. However, there is a comparative dearth of research that focuses on effective social studies assessment, particularly with regard to the impact of teacher practice on the development of best practices. Such research is vital to moving social studies away from an emphasis on testing and more towards using assessment as a means of educating our students.

In *Best Practices of Social Studies Assessment*, we focus on an essential question: what is an effective assessment? Helping teachers develop practical, creative curriculum-appropriate strategies is essential, especially in an era in which teachers are faced with the dilemma of creating inquiry-based assessments in the midst of preexisting regimes of standardized summative assessments. In this volume, research conducted between university professors and working teachers is described, focusing on innovative assessment practices. These practices include role-playing activities depicting historical events, Socratic seminars revolving around public policy issues, collaborative student projects on a wide range of social inquiries, including the implementation of UN programs and the promotion of critical thinking and writing skills on subjects as diverse as school violence and the impact of imperialism. These adaptive assessments highlight the essential role of the teacher in creating assessments that blend higher-order critical thinking, complex content knowledge, and an understanding of their own students. The strategies described in this volume focus on the ability of expert educators to acknowledge the structures, power, and consequences of high-stakes testing regimes while simultaneously designing and sustaining classroom assessment methods that embody the social participatory nature of learning and reflect research on effective practice. p. 289

The volume also describes the shared characteristics of the teachers who created these assessments, especially their emphasis on self-reflection and student autonomy, as well as their professional willingness to take on challenges associated with performance-based assessments, even in the face of institutional pressures and external demands.

Parallel Curriculum Units for Social Studies, Grades 6-12 Jeanne H. Purcell, Jann H. Leppien, 2009-10-29

There is a freshness to Purcell and Leppien's approach, transforming the curriculum into a platform for active investigation of our rapidly changing world. Your learners become 21st-century social scientists as they engage in probing timely issues and problems.

Heidi Hayes Jacobs, Curriculum Expert and Author, President Curriculum Designers Inc.

Design Parallel Curriculum units for in-depth learning in social studies. The Parallel Curriculum Model (PCM), as described in the best-selling book *The Parallel Curriculum*, is a framework for developing a dynamic

curriculum that helps students acquire expertise in specific subject areas This resource deepens teachers understanding of how to use the PCM to provide rigorous learning opportunities for students in social studies In Parallel Curriculum Units for Social Studies Grades 6 12 experienced teachers contribute sample social studies units that demonstrate what high quality curriculum looks like within a PCM framework Covering history geography sociology and interdisciplinary studies these field tested units each contain Teacher explanations of the unit design Connections to concepts skills and standards Step by step directions for delivering the lessons and units Modification strategies and methods for assessment Use these examples to design your own units and enhance your ability to provide challenging curriculum tailored to the abilities interests and learning preferences of each learner

Overcoming Student Apathy Jeff C. Marshall, 2014-05-09 *Overcoming Student Apathy* Succeeding with All Learners provides a candid look into the hearts and minds of many of today s struggling learners Frustrated teachers and administrators typically stop at labeling the symptoms shown by these students apathetic unmotivated lazy *Overcoming Student Apathy* clarifies the issues while proposing solutions to move forward with each student The second edition has added three additional chapters that focus on critical issues surrounding today s learners a look at keystone habits that influence student behavior addressing standards that frame learning and technologies that can accent learning and creating highly engaged learning environments to achieve success with all Undoubtedly apathy currently plagues many of our middle and high school classrooms This book starts the conversation on how to move beyond they just don t care by focusing on solutions that help to eradicate this nemesis to learning

Social Studies Today Walter C. Parker, 2015-04-10 *Social Studies Today* will help educators teachers curriculum specialists and researchers think deeply about contemporary social studies education More than simply learning about key topics this collection invites readers to think through some of the most relevant dynamic and challenging questions animating social studies education today With 12 new chapters highlighting recent developments in the field the second edition features the work of major scholars such as James Banks Diana Hess Joel Westheimer Meira Levinson Sam Wineburg Beth Rubin Keith Barton Margaret Crocco and more Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom responding to high stakes testing teaching patriotism judging the credibility of Internet sources and teaching with film and geospatial technologies Accessible compelling and practical these chapters full of rich examples and illustrations showcase some of the most original thinking in the field and offer pre and in service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them Walter C Parker is Professor and Chair of Social Studies Education and by courtesy Professor of Political Science at the University of Washington Seattle

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation

information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

EdPsych Modules Cheryl Cisero Durwin, Marla Reese-Weber, 2016-12-01 Now with SAGE Publications Cheryl Cisero Durwin and Marla Reese Weber's EdPsych Modules uses an innovative implementation of case studies and a modular format to address the challenge of effectively connecting theory and research to practice Each module is a succinct stand alone topic that represents every subject found in traditional chapter texts and can be used in any order for maximum flexibility in organizing your course Each of the book's eight units of modules begins with a set of four case studies early childhood elementary middle school and secondary and ends with Assess and Reflect and Evaluate questions and activities to encourage comprehension and application of the research and theories presented The case approach and the extensive pedagogy that support it allows students to constantly see the applications of the theories and research that they are studying in the text

Think It, Show It Social Studies: Strategies for Communicating Understanding Gregory A. Delman, 2017-04-03 Think It Show It Social Studies by Gregory A Delman is a practical and informative resource that supports the teaching of writing in the social studies classroom to meet the demands of the today's standards and the C3 Framework The creative instructional strategies and resources guide students in communicating their historical thinking through writing and speaking Specific step by step strategies are provided to help students develop clear concise writing and discussion skills about historical documents events and other primary sources using text structures such as description narrative comparison and cause and effect The included student resources rubrics graphic organizers and exemplar writing samples also support instruction and provide students a clear understanding of the expectations for success

Writing Instruction That Works Arthur N. Applebee, Judith A. Langer, 2015-04-25 Backed by solid research Writing Instruction That Works answers the following question What is writing instruction today and what can it be tomorrow This up to date comprehensive book identifies areas of concern for the ways that writing is being taught in today's secondary schools The authors offer far reaching direction for improving writing instruction that assist both student literacy and subject learning They provide many examples of successful writing practices in each of the four core academic subjects English mathematics science and social studies history along with guidance for meeting the Common Core standards The text also includes sections on Technology and the Teaching of Writing and English Language Learners

Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that

have markedly improved world history teaching Scoring Rubrics in the Classroom Judith Arter, Jay McTighe, 2000-09-14
This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities *Ancient Americas DBA* Social Studies School Service, 2003 A
Practical Guide to Middle and Secondary Social Studies June R. Chapin, 2007 Following in the vein of her best selling elementary book June Chapin focuses on key topics that are critical to the teaching of social studies in the middle and secondary classrooms This brief practical book enables readers to concentrate on the crucial relevant strategies and content to become effective social studies teachers who will be able to teach in a wide diversity of classrooms The goal for the reader is to teach social studies creatively and thoughtfully so that their students become knowledgeable and responsible citizens acting on core values and beliefs Social Studies Units for Grades 9-12 Walter McKenzie, 2004 Thematic units on a variety of social science topics including the U S Constitution the Civil War the global economy current events in the Middle East political polling and cultural diversity in 21st century America

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