

Supply and Demand Rubric

Prompt 1	Expert Economist (4 points)	Proficient Profiteer (3 points)	Marginal Money Maker (2 points)	Bankrupt Believer (1 point)
<p>Analysis <i>(Written - originality; power; clarity)</i></p>	<p>You do an outstanding job of identifying and analyzing issues of both supply and demand and how that relates to the current fundraising ideas. You come up with a number of original insights. Your analysis is very powerful and clearly supports your conclusions.</p>	<p>You identify issues of both supply and demand that influence each of the fundraising ideas. Your ideas are sound. Your analysis is logical. Your conclusions follow logically from your analysis.</p>	<p>You identify issues of both supply and demand that influence each fundraising idea, but your analysis is inconsistent OR your conclusions do not logically follow from your analysis.</p>	<p>You do not address issues of supply and demand for each of the fundraising ideas. Your analysis is unclear and illogical. Your conclusions are not justified by your analysis.</p>
<p>Group Discussion <i>(Oral - listening; respect; sharing of ideas)</i></p>	<p>You share important points about supply and demand, you listen and respond respectfully to the ideas of others, and you help facilitate the discussion by keeping it on-topic and encouraging others to speak. You are instrumental in persuading the group to select your choice for the moneymaking venture.</p>	<p>You share information about supply and demand. You listen and respond respectfully to the ideas of others. You present arguments to support your position.</p>	<p>You share your ideas about supply and demand, but do not try to convince the group that you are right. OR you are not respectful of the opinions of others.</p>	<p>You do not share your ideas AND you are disrespectful of others' opinions.</p>

Student Friendly Rubrics for Social Studies

High School Gateway Assessment

Domain 2: Expression of Social Studies Knowledge. How much relevant, correct prior knowledge and social studies vocabulary you included in your paper.	
5	<ul style="list-style-type: none">• Your paper contained extensive correct historical information beyond what is in the documents.• You used extensive social studies vocabulary throughout your paper.• You effectively used the provided documents.
4	<ul style="list-style-type: none">• Your paper contained relevant and correct historical information beyond what is in the documents.• You consistently used relevant social studies vocabulary in your paper.• You used the provided documents appropriately.
3	<ul style="list-style-type: none">• Your paper contained generally relevant and correct historical information beyond what is in the documents.• You generally used appropriate social studies vocabulary in most of your paper.• You generally used the provided documents appropriately.
2	<ul style="list-style-type: none">• Your paper contained a mixture of correct and incorrect historical information or was limited to information in the provided documents.• You used a mixture of appropriate and inappropriate social studies vocabulary.• Sometimes you used the documents appropriately; sometimes you simply copied information from the documents.
1	<ul style="list-style-type: none">• Your paper did not contain correct historical information.• You did not use appropriate social studies vocabulary.• You did not use the provided documents appropriately.• You did not write enough to demonstrate prior knowledge.

Malden High School Rubric for Open Response Questions

Name: _____

Assignment: FINAL Exam Rubric for the Social Science Department Open Response Question

Criteria	4	3	2	1	0			
Thesis Statement	Identifies their position in a clear, articulate thesis statement. (firm opinion)	Identifies their position in a clear, articulate thesis statement. (clear opinion)	Writer may not provide a clear thesis statement.	Writer may not provide a thesis statement	Writer does not provide a thesis statement			
Quality of Response	Writer responds effectively, accurately and insightfully to all parts of the question. Writer demonstrates clear understanding of the topic Writer provides a brief conclusion to connect the response.	Writer responds accurately to all important parts of the question. Writer demonstrates a sufficient understanding of the topic	Writer responds to some but not all parts of the question. Writer attempts to demonstrate an understanding of the topic	Writer misunderstands most of the question or does not respond to the prompts. Writer does not provide details or details are not relevant to support his/her answer.	No response or response is completely incorrect.			
Evidence and Supporting Details	Writer provides carefully chosen, relevant details as evidence to support his/her answer. Writer integrates evidence into the text of the response.	Writer provides relevant details as evidence to support his/her answer Writer may not effectively integrate evidence.	Writer provides some relevant details as evidence to support his/her answer. -Writer may not integrate evidence.	Writer does not provide evidence or evidence is not relevant to the prompt.				
Analysis of Evidence	Writer effectively analyzes his/her evidence and demonstrates its relevance to the thesis.	Writer provides analysis of evidence and attempts to demonstrate its relevance to the thesis.	Writer attempts to connect evidence to his/her response, but evidence may not be relevant.	Writer does not provide analysis or explanation of his/her evidence.				
Conventions	Writer has control of conventions. Relatively free of errors in spelling, punctuation, sentence structure, and paragraphing	Writer may have some problems with conventions. Few errors in spelling, punctuation, sentence structure, and paragraphing	Writer may have some problems with conventions. Errors do distract the reader, but do not interfere in understanding of the response.	Writer may have some problems with conventions. Errors that interfere in the understanding of the response				
SCORE	20 = 4		15 = 3		10 = 2		5 = 1	

Grade 6 – Word Recognition, Analysis and Fluency

Standard: The student will read with accuracy and fluency.

Benchmark #1: Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis.

4 (Exceeds)	Consistently decodes unknown words by applying reading strategies to above-grade level words and is able to discuss various strategies used.
3 (Secure)	Decodes unknown words using appropriate reading strategies to grade level words and is able to discuss various strategies used.
2 (Developing)	Attempts to decode unknown words, but is inconsistent or decodes the words incorrectly. May be able to share one strategy use. Some teacher support to utilize strategies may be required.
1 (Beginning)	Needs extensive teacher assistance to accurately decode unknown words.



Reading Comprehension Rubric – Grade 6

Benchmark	Beginning (1)	Developing (2)	Secure (3)	Exceeds (4)
Recall and use prior learning and preview text to prepare for reading.	<i>Does not use</i> prior knowledge and/or analysis of text organization to prepare for reading.	<i>With guidance,</i> previews text using prior knowledge and text organization to prepare for reading.	<i>With occasional guidance,</i> previews text using prior knowledge and text organization to prepare for reading at a 6 th Grade Level.	<i>Automatically and consistently</i> previews text using prior knowledge and text organization to prepare for reading above a 6 th Grade Level.
Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.	<i>Does not</i> ask questions related to text.	<i>With guidance,</i> asks simple questions which often only relate to clarifying meaning of text.	<i>With occasional guidance,</i> asks questions to deepen the meaning of text at a 6 th Grade Level; may explain how the questions enhance comprehension.	<i>Automatically and consistently</i> uses questions to challenge a text above a 6 th Grade Level (author's purpose, theme, and/or point of view).
Identify the main idea and supporting details.	<i>Does not</i> identify the main idea and supporting details of a text.	<i>With guidance,</i> identifies the main idea and supporting details of a text.	<i>With occasional guidance,</i> identifies the main idea and supporting details with a general understanding of a text at a 6 th Grade Level.	<i>Automatically and consistently</i> identifies the main idea and supporting details with a more complex understanding of text above a 6 th Grade Level.
Identify the author's purpose (stated or implied), audience and message.	<i>Does not</i> identify the author's purpose, audience and message.	<i>With guidance,</i> begins to identify the author's purpose, audience and message.	<i>With occasional guidance,</i> demonstrates understanding of the author's purpose, audience and message at a 6 th Grade Level.	<i>Automatically and consistently</i> demonstrates understanding of the author's purpose, audience and message above a 6 th Grade Level.
Critically read and evaluate text to identify author's point of view and purpose.	<i>Does not</i> critically read and evaluate text for point of view and purpose.	<i>With guidance,</i> begins to critically read and evaluate text for point of view and purpose.	<i>With occasion guidance,</i> critically reads and evaluates a text at a 6 th Grade Level for point of view and purpose.	<i>Automatically and consistently</i> identifies point of view and author's purpose in a text above a 6 th Grade Level.