**Scoring Rubric AGES Core Assessment 1**

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| **Criteria** | **Advanced (20-18)** | **Proficient (17-14)** | **Basic (13-12)** | **Below Basic (11-0)** |
| Organization  (20 points) | * Well-structured introduction provides purposeful context. * Sharply focused thesis that addresses the prompt. * Supporting paragraphs that are clearly and consistently related to thesis. * Well-structured conclusion that strongly reaffirms thesis. | * Structured introduction that provides relevant context. * Identifiable thesis that addresses the prompt. * Supporting paragraphs related to thesis. * Structured conclusion that reaffirms thesis. | * Poorly structured introduction that provides vague or irrelevant context. * Unclear thesis or thesis does not address the prompt. * Supporting paragraphs not logically related to thesis. * Poorly structured conclusion inadequately reaffirms thesis | * Incomplete or missing introduction. * No apparent thesis. * Body paragraphs do not relate to the prompt. * Irrelevant or missing conclusion. |
| Criteria | **Advanced (50-45)** | **Proficient (44-35)** | **Basic (34-30)** | **Below Basic (29-0)** |
| Content  (50 points) | * Provides specific and substantial evidence to describe the issue and its arguments and its impacts. * Shows sophisticated understanding of the complexity of the political and economic concepts elements * Evidence is factually accurate | * Provides sufficient evidence to describe the issue it arguments and its impacts. * Shows an understanding of the complexity of the political and economics concepts * Evidence is factually accurate. May include minor errors. | * Provides insufficient evidence to describe the issue its arguments and its impacts. * Shows a limited understanding of political and economic concepts * Evidence has errors that detract from the overall purpose, demonstrating limited understanding of the topic. | * Provides minimal or no evidence. * Shows no understanding of political and economic concepts. * Evidence has substantial errors that seriously detract from the overall purpose and demonstrates little to no understanding of the topic. |
| **Criteria** | **Advanced (10-9)** | **Proficient (8-7)** | **Basic (6-5)** | **Below Basic (4-0)** |
| Conventions  (10 points) | * Clear and understandable writing. * Evident control of grammar, mechanics, spelling, usage, and sentence formation. * Paragraphs flow smoothly and transitions are effective. | * Mostly clear and understandable writing. * Adequate control of grammar, mechanics, spelling, usage, and sentence formation. * Paragraphs flow and transitions are evident. | * Writing is somewhat difficult to understand. * Limited control of grammar, mechanics, spelling, usage, and sentence formation. * Paragraphs do not flow; transitions are ineffective/missing. | * Writing is difficult to understand. * Minimal to no control of grammar, mechanics, spelling, usage, and sentence formation. * Limited paragraphing and no transitions. |
| **Criteria** | **Advanced (20-18)** | **Proficient (17-14)** | **Basic (13-12)** | **Below Basic (11-0)** |
| Research  (20 points) | * Uses appropriate, varied, and current sources that are directly applicable to topic * Effectively uses five or more meaningful sources * Includes in-text citations that are consistent with MLA style * Includes works cited page consistent with MLA style | * Uses appropriate, varied, and current sources that are directly applicable to topic * Effectively uses four sources * Includes in-text citations that are consistent with MLA style * Includes works cited page consistent with MLA style | * Uses 2-3 sources * Some sources are not appropriate, varied, or current * Either in-text citations or works cited page is missing or incomplete. | * Uses 0-1 sources * Sources are not appropriate, varied, or current * In-text citations and works cited page are missing |

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