

Source Analysis/Writing Assignment I Rubric

	Source I (4)	Source II (4)	Source III (4)	Relationships (6)	Communication (2)
	How effectively the student • interprets and explains each source to identify an ideological perspective(s)* • links the principles of globalization, nationalism or liberalism and each source Note: Students are expected to address all three sources. Students may present their interpretations and links to liberalism in either a holistic or linear fashion. *perspectives of globalization, nationalism or liberalism			How effectively the student • identifies the relationship(s) that exist among all sources • explains the relationship(s) that exist among all sources Note: Students may identify and explain the relationship(s) in one part of the response or the identification and explanation of relationship(s) may be embedded.	How effectively the student communicates, including control of • vocabulary • sentence structure • mechanics, grammar, and organization Note: Students are expected to use paragraph form for the response. Consider the proportion of error in terms of the complexity and length of the response for the assigned task.
Excellent E (4)	Interpretation and explanation of the source is sophisticated, insightful, and precise. The links to the principles of globalization, nationalism or liberalism are accurate, perceptive, and comprehensively developed.			Relationship(s) are accurately and perceptively identified. The explanation is thorough and comprehensive. (6)	Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated. The writing demonstrates skillful control of mechanics and grammar, and is judiciously organized. (2)
Proficient Pf (3.2)	Interpretation and explanation of the source is sound, specific, and adept. The links to the principles of globalization, nationalism or liberalism are consistent, logical, and capably developed.			Relationship(s) are clearly and capably identified. The explanation is appropriate and purposeful. (4.8)	Vocabulary is appropriate and specific. Sentence structure is controlled and effective. The writing demonstrates capable control of mechanics and grammar, and is purposefully organized. (1.6)
Satisfactory S (2.4)	Interpretation and explanation of the source is adequate, straightforward, and conventional. The links to the principles of globalization, nationalism or liberalism are relevant and developed in a generalized fashion.			Relationship(s) are generally and adequately identified. The explanation is straightforward and conventional. (3.2)	Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward. The writing demonstrates basic control of mechanics and grammar, and is adequately organized. (1.2)
Limited L (1)	Interpretation and explanation of the source is confused, vague, and simplistic. The links to the principles of globalization, nationalism or liberalism may be incomplete, superficial, and imprecise.			The identification of relationship(s) is superficial, illogical, and of questionable accuracy. The explanation is confusing, overgeneralized, and redundant (2.4)	Vocabulary is imprecise, simplistic, and inappropriate. Sentence structure is awkward. The writing demonstrates a faltering control of mechanics and grammar, and is ineffectively organized. (.8)
Poor P (.5)	Interpretation and explanation of the source is minimal, inaccurate and simply copied from the source. The links to the principles of globalization, nationalism or liberalism are disjointed, irrelevant, and demonstrate little or no understanding of the assigned task.			The identification of relationship(s) is minimal. The explanation is tangential and scant. (1.2)	Vocabulary is overgeneralized and inaccurate. Sentence structure is uncontrolled. The writing demonstrates a profound lack of control of mechanics and grammar, and is haphazardly organized. (.4)