

## Essay Scoring Criteria, Secondary Social Studies

### *1. General Impression of Content Quality*

How well does the student know and understand this historical content? (0–5 point global rating: 0 = no response; 5 = highest level of understanding)

### *2. Prior Knowledge: Facts and Events*

- 0 No response
- 1 No facts/events mentioned that are not found in the text of the debates
- 2 One to two pieces of information that are not found in the text of the debates
- 3 Three to four pieces of information that are not found in the text of the debates
- 4 Five to six pieces of information that are not found in the text of the debates
- 5 Seven or more pieces of information that are not found in the text of the debates

### *3. Number of Principles or Concepts*

- 0 No response
- 1 No principles/concepts
- 2 One principle/concept
- 3 Two principles/concepts
- 4 Three principles/concepts
- 5 Four or more principles/concepts

### *4. Argumentation*

How well does the student organize historical knowledge to make a convincing argument? (0–5 point global rating: 0 = no response; 5 = highest level of coherent and cohesive argumentation)

### *5. Proportion of Text Detail*

- 0 No response
- 1 No information from text
- 2 Material from the text accounts for about  $\frac{1}{4}$  of the essay
- 3 Material from the text accounts for about  $\frac{1}{2}$  of the essay
- 4 Material from the text accounts for about  $\frac{3}{4}$  of the essay
- 5 The essay uses or is based on material from the text only

## 6. *Misconceptions*

- 0 No response
- 1 One or more serious misconceptions central to the essay
- 2 At least one serious misconception
- 3 Several minor errors and/or a moderate misconception
- 4 Very minor misconception
- 5 No misconceptions

Samples of student work are available and there is research evidence on the degree of agreement between raters.

From “Essay Scoring Criteria, Secondary Social Studies” by E. L. Baker, P. R. Aschbacher, D. Neimi, and E. Sato, 1992, *Performance Assessment Models: Assessing Content Area Explanations*, CSE Report 652, n.p. Copyright © 1992 by The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) and by The Regents of the University of California and supported under the Institute of Education Science (IES), U.S. Department of Education. Used with permission.