Social Studies Text-Based Writing Assessment

7th Grade

End of Unit 1 ("Foundations of Early Civilization")

Think about what you have learned about settlement patterns of ancient civilizations and apply it to a modern day city. *How do the characteristics of a region impact why, where and how a city develops?* Use **three** of the five documents as evidence to create an organized piece of writing that explains why St. Louis developed in this location.

These are the documents:
- A. Map *The Course and Watershed of the Mississippi River; the Father of Waters*
- B. Photo *The Mississippi River at Downtown St. Louis*
- C. Graph *Annual Climatology: St. Louis Missouri*
- D. Google map of St. Louis
- E. Excerpt from *St. Louis: History* on the website City-data.com

Document A: *The Course and Watershed of the Mississippi River; the Father of Waters*

Social Studies Text-Based Writing Assessment
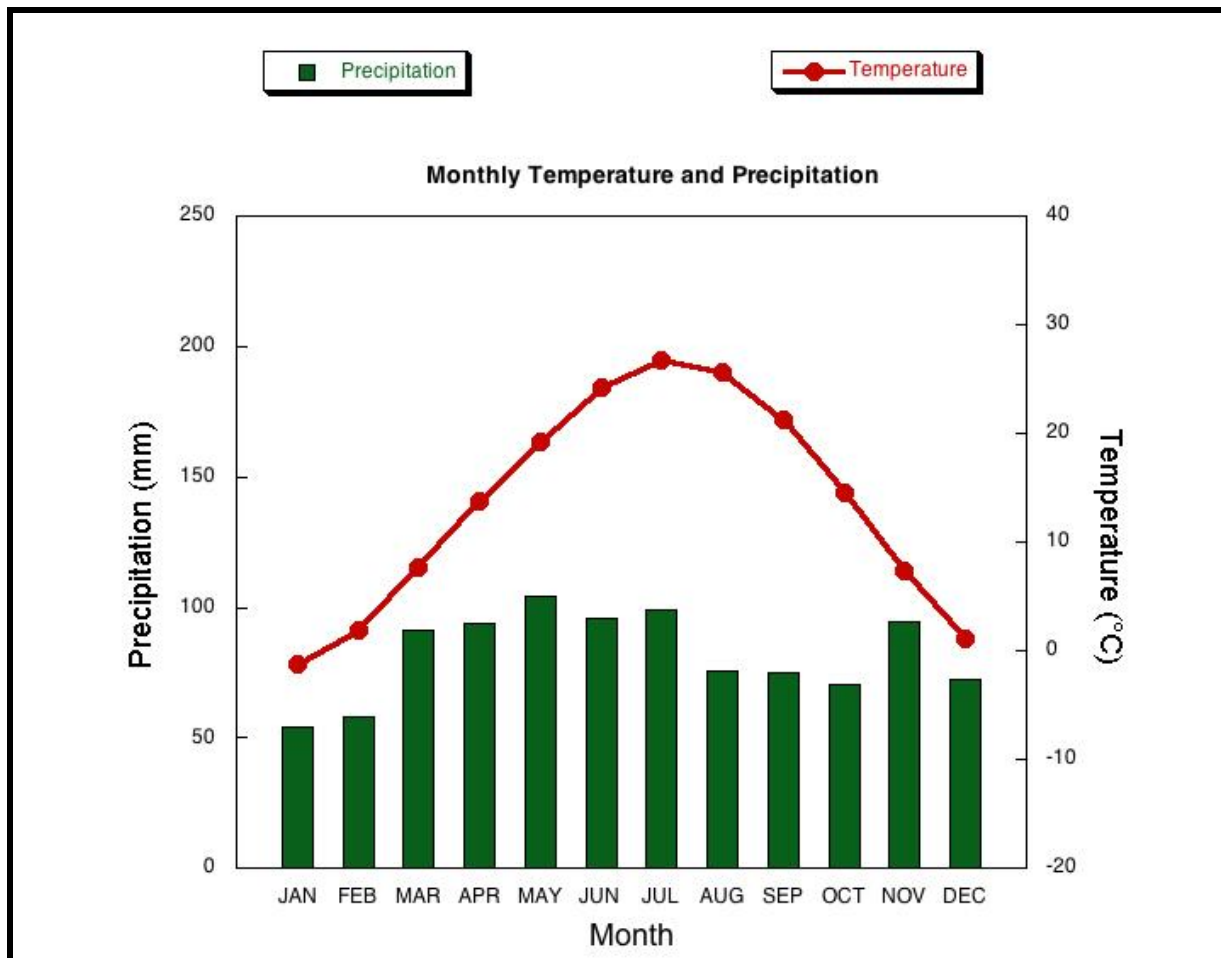
7th Grade

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Document B: *The Mississippi River at Downtown St. Louis*
Created by the city of St. Louis, July 21st 1995

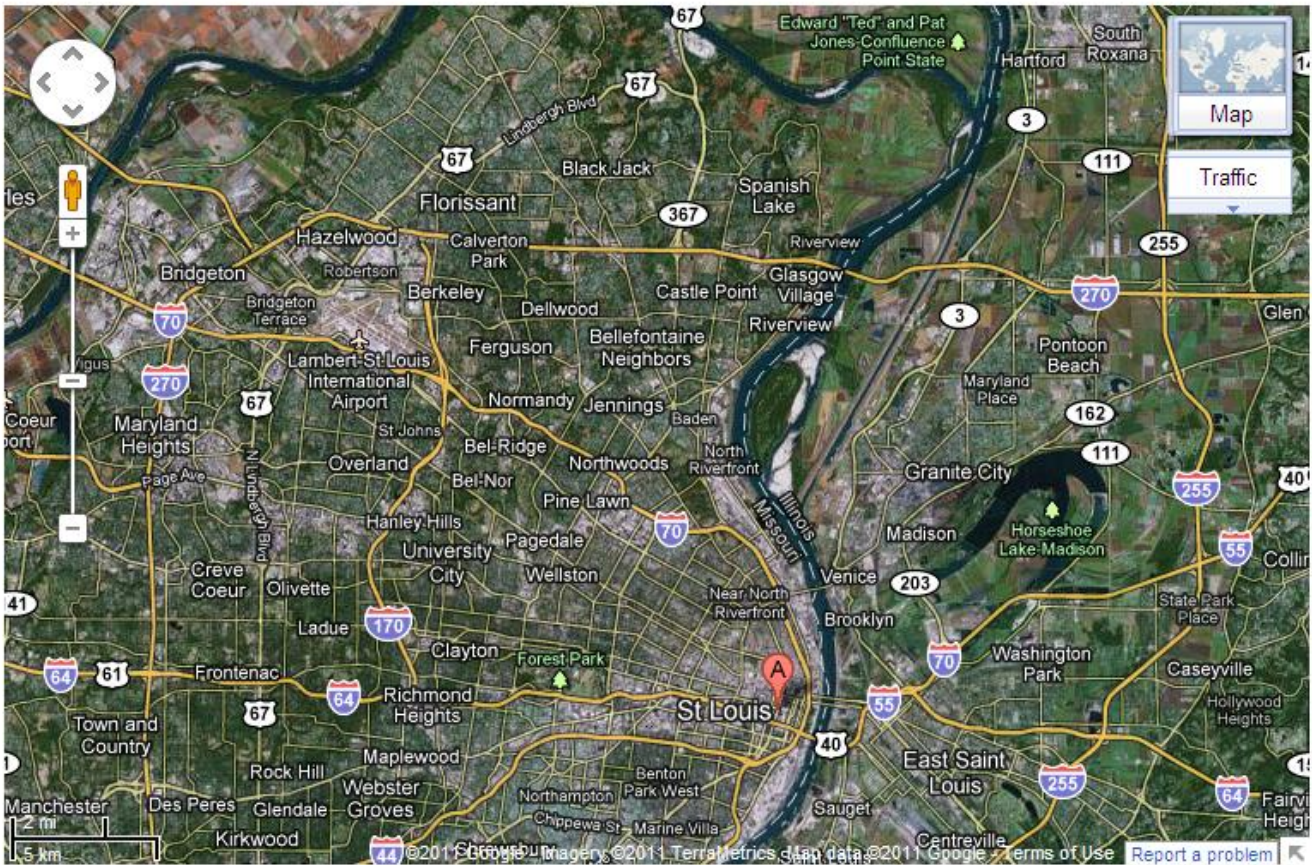**Document C:** *Annual Climatology: St. Louis Missouri*

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Document D: Google Map St Louis Missouri

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Document E: Excerpt from St. Louis: History
City_Data. Com; Cities of the United States: the Midwest

St. Louis-based fur trappers and traders were the source of great local wealth; the Missouri Fur Company was founded in 1809 and dominated the Missouri Valley for the next 40 years. The city became a logical point of departure for explorers setting off on westward journeys. The most famous of these undertakings is the Lewis and Clark expedition of 1804 to 1806. Eventually as many as 50 wagons a day crossed the Mississippi River at St. Louis on the trek westward, and the arrival of the first steamboat from New Orleans in 1817 was the first sign of the city's importance as a river trading center.

Rubric for Social Studies Diagnostic and Text-Based Writing

	Advanced [Exceeds] 4	Proficient [Meets] 3	Partially Proficient [Approaching] 2	Unsatisfactory [Doesn't Meet] 1
Ideas	• Excellent grasp of the concept is evident; thoughtful analysis connects the evidence to the concept. • Supporting details are relevant, accurate, and extensive; they provide important information about the topic. • Prompt is thoroughly and insightfully addressed.	• Understanding of concept is present and is supported by analysis of key facts or ideas. • Supporting details are relevant and accurate; however, they may lack precision or be overly general. • All components of the prompt are addressed.	• Concept is present but in a general and vague way; analysis is unclear or illogical. • Supporting details are minimal or irrelevant; some details may be inaccurate. • Some elements of the prompt are not addressed.	• The concept is not connected to the writing in any way <u>or</u> the concept is misrepresented; analysis is missing. • Supporting details are absent; ideas are fragmented and unconnected. • Some elements of the prompt are not fully addressed OR prompt is not addressed at all.
Organization	• Topic is developed in a logical, organized, and focused way. • Introduction (including topic sentence and/or thesis), supporting evidence, analysis, and conclusion are thoughtfully and smoothly connected.	• Topic is developed in an organized way. • Introduction (including topic sentence and/or thesis), supporting evidence, analysis, and conclusion are present.	• Topic is developed in a disorganized way <u>or</u> may drift-off topic. • A key element of organization is missing or disconnected from the rest of the writing, leading to some confusion for the reader.	• Organization is not evident; may be a brief list of facts. • The response tends to be unfocused or disorganized; key elements of organization are missing and significantly interfere with the reader's understanding.
Style and Fluency	• Content-specific words and academic vocabulary are used naturally and consistently to enhance understanding. • The piece flows well due to clear transitions and a variety of sentence types; the reader moves easily through the text.	• Words are accurate; content-specific and academic words are used. • Transitions and clear sentences help the reader move through the text.	• Words are accurate but may lack precision. • Choppy, repetitive structures or missing transition make the writing hard to follow at times.	• Words lack precision, are used inaccurately, or are inappropriate for the purpose. • The lack of transitions or clear sentences interferes with the reader's understanding.
Conventions	• Errors, if present, are minimal and do not distract the reader; little or no editing needed.	• Errors do not impede communication and rarely distract the reader; minimal editing needed.	• Errors impede communication in some portions of the response; editing needed.	• Errors severely impede communication; considerable editing needed.

Based on this writing, the most significant area of improvement for this student in regard to **writing skills** is _____.

Based on this response, the most significant area of improvement for this student in regard to **Social Studies content** is _____.