

# Social Studies Text-Based Writing Assessment

8th Grade

End of Unit 1 ("Foundation of the Nation")

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When the US Constitution was written, the leaders of the United States worked to create a representative government; however, there was great debate about who should actually be directly represented. Since that time, the definition of citizenship has expanded to groups of people who initially were not represented. *How has the definition of citizenship in the United States changed over time?*

Use **three** of the six documents to create an organized piece of writing.

These are the documents and when they were created:

- March 15<sup>th</sup>, 1786 Letter from John Jay to R. Lushington
- 1790 Census
- 1868 14<sup>th</sup> Amendment
- 1870 "The first vote" *Harper's Weekly*
- 1874 report to the Commissioner of Indian Affairs, PB Sinnott
- February 1917 women suffragists picketing the front of the White House

## Document A: Letter from John Jay to R. Lushington, March 15<sup>th</sup>, 1786

"It is much to be wished that slavery may be abolished. The honour of the States, as well as justice and humanity, in my opinion, loudly call upon them to emancipate these unhappy people. To contend for our own liberty, and to deny that blessing to others, involves an inconsistency not to be excused."

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## Document B: 1790 Census Records

1790 Census Records: Chart of Slave Populations

State	Total Population (1790)	Slave Population	Percentage (%) of total population enslaved
Connecticut	237,655	2,648	1%
Delaware	59,096	8,887	15%
<i>Georgia</i>	82,548	29,264	35%
<i>Maryland</i>	319,728	103,036	32%
Massachusetts	378,556	0	0%
New Hampshire	141,899	157	0.1%
New Jersey	184,139	11,423	6%
New York	340,241	21,193	6%
<i>North Carolina</i>	395,005	100,783	26%
Pennsylvania	433,611	3,707	0.8%
Rhode Island	69,112	958	1%
<i>South Carolina</i>	247,073	104,094	42%
<i>Virginia</i>	747,550	292,627	39%

## Document C: 14th Amendment to the Constitution, 1868

Amendment XIV, Section 1, Clause 1: All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.

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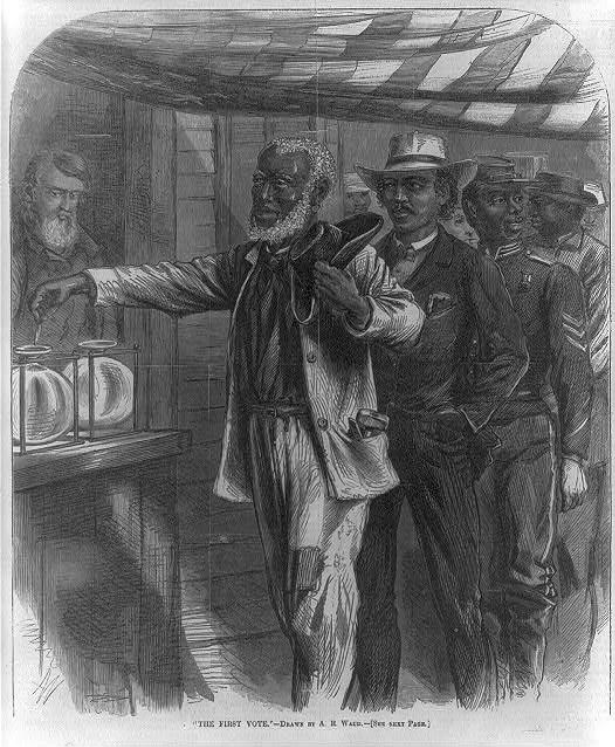
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### Document D: The 15<sup>th</sup> Amendment to the Constitution

Source: Harpers Weekly, November 16, 1867. The caption reads, "The first vote."



### Document E: 1874 report to the Commissioner of Indian Affairs, PB Sinnott

*...the Indians are gradually but surely approaching that standard of civilized life which will entitle them to be recognized as citizens. The capacity exhibited by them in the management of their local government...demonstrates that they have an appreciation of the science of government, and could readily adapt themselves to the intelligent exercise of elective franchise.*

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Document F. *"The first picket line; women suffragists picketing the front of the White House, February 1917*



### Rubric for Social Studies Diagnostic and Text-Based Writing

	<b>Advanced [Exceeds] 4</b>	<b>Proficient [Meets] 3</b>	<b>Partially Proficient [Approaching] 2</b>	<b>Unsatisfactory [Doesn't Meet] 1</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Excellent grasp of the concept is evident; thoughtful analysis connects the evidence to the concept.</li> <li>• Supporting details are relevant, accurate, and extensive; they provide important information about the topic.</li> <li>• Prompt is thoroughly and insightfully addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of concept is present and is supported by analysis of key facts or ideas.</li> <li>• Supporting details are relevant and accurate; however, they may lack precision or be overly general.</li> <li>• All components of the prompt are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept is present but in a general and vague way; analysis is unclear or illogical.</li> <li>• Supporting details are minimal or irrelevant; some details may be inaccurate.</li> <li>• Some elements of the prompt are not addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The concept is not connected to the writing in any way <u>or</u> the concept is misrepresented; analysis is missing.</li> <li>• Supporting details are absent; ideas are fragmented and unconnected.</li> <li>• Some elements of the prompt are not fully addressed OR prompt is not addressed at all.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Topic is developed in a logical, organized, and focused way.</li> <li>• Introduction (including topic sentence and/or thesis), supporting evidence, analysis, and conclusion are thoughtfully and smoothly connected.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is developed in an organized way.</li> <li>• Introduction (including topic sentence and/or thesis), supporting evidence, analysis, and conclusion are present.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is developed in a disorganized way <u>or</u> may drift-off topic.</li> <li>• A key element of organization is missing or disconnected from the rest of the writing, leading to some confusion for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization is not evident; may be a brief list of facts.</li> <li>• The response tends to be unfocused or disorganized; key elements of organization are missing and significantly interfere with the reader's understanding.</li> </ul>
<b>Style and Fluency</b>	<ul style="list-style-type: none"> <li>• Content-specific words and academic vocabulary are used naturally and consistently to enhance understanding.</li> <li>• The piece flows well due to clear transitions and a variety of sentence types; the reader moves easily through the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are accurate; content-specific and academic words are used.</li> <li>• Transitions and clear sentences help the reader move through the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are accurate but may lack precision.</li> <li>• Choppy, repetitive structures or missing transition make the writing hard to follow at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Words lack precision, are used inaccurately, or are inappropriate for the purpose.</li> <li>• The lack of transitions or clear sentences interferes with the reader's understanding.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Errors, if present, are minimal and do not distract the reader; little or no editing needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Errors do not impede communication and rarely distract the reader; minimal editing needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Errors impede communication in some portions of the response; editing needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Errors severely impede communication; considerable editing needed.</li> </ul>

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 \_\_\_\_\_.