

## Social Studies Text-Based Writing Assessment

7th Grade World Area Studies: Eastern Hemisphere

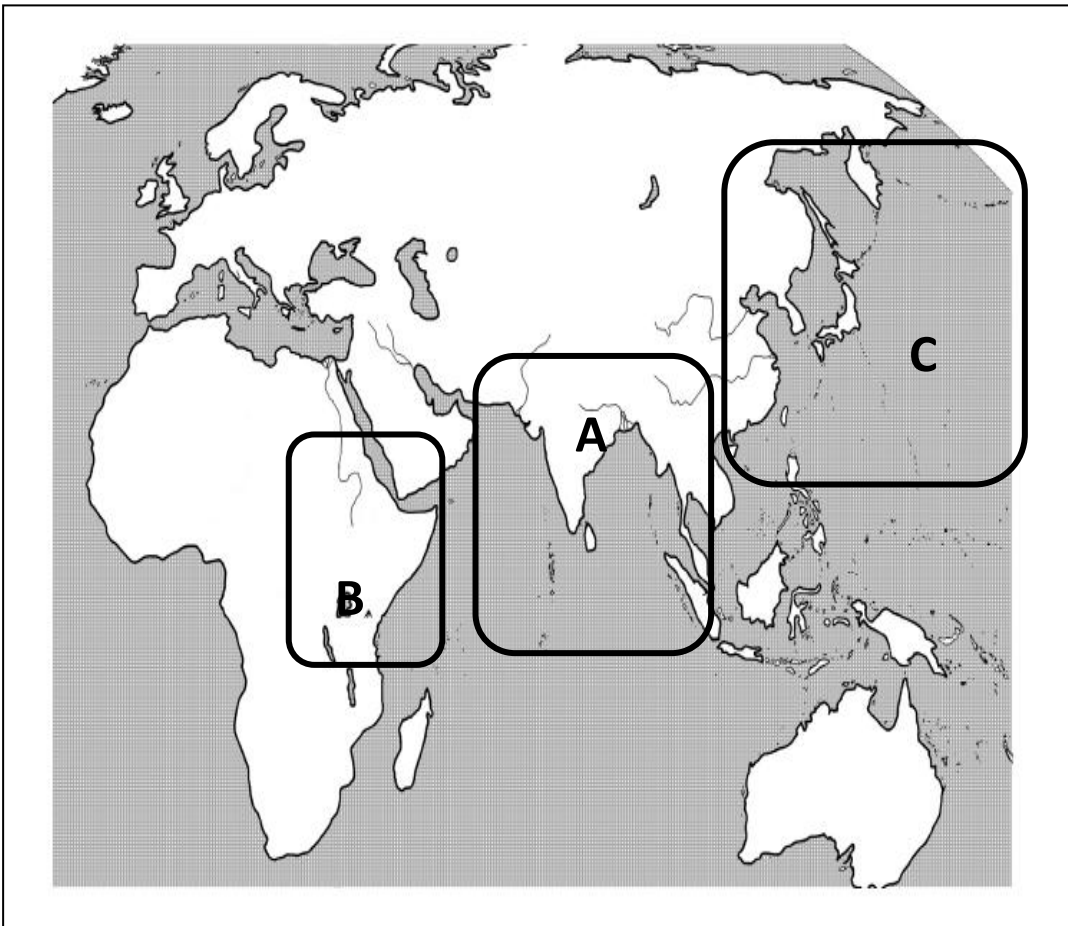
End of Unit 3 (“Economic Networks and Resource Distribution”)

Organizing Concept: Markets

Markets are systems which allow people to exchange goods and services. When countries trade with each other they have to determine if they will both benefit from the transaction. The following documents provide information about three countries. Your task is to determine which countries would benefit most from trading with each other. Make a prediction about which goods and/or services would be traded and how these countries would benefit. Use evidence from the documents to provide support for your answer.

### Document 1: Map of the Eastern Hemisphere

The letters in the circled regions below indicate the location of each country.



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### Document 2: Country Statistics from the CIA Fact Book

Country A	
Population	1.189 billion
GDP per capita	\$3,500
Exports	Petroleum products, precious stones, machinery, iron and steel, chemicals, clothes
Imports	Crude oil, precious stones, machinery, fertilizer, iron & steel, chemicals
Literacy (definition: age 15 and over who can read and write)	61%
Life expectancy at birth	66 years
Median age	26.6 years

Country B	
Population	10 million
GDP per capita	\$600
Exports	Livestock, bananas, hides, fish, charcoal, scrap metal
Imports	Manufactured goods, petroleum products, food, construction materials
Literacy (definition: age 15 and over who can read and write)	37.8%
Life expectancy at birth	50 years
Median age	17.8 years

Country C	
Population	126 million
GDP per capita	\$34,000
Exports	Transportation equipment, motor vehicles, semiconductors, electrical machinery, chemicals
Imports	Machinery & equipment, fuels, food, chemicals, textiles, raw materials
Literacy (definition: age 15 and over who can read and write)	99%
Life expectancy at birth	82 years
Median age	44.8 years

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### Document 3

**Country A:** Over one billion people live in Country A where the median age is 26.6 years. The average life span in Country A is 66 years and 61% of those over the age of 15 are able to read and write. More than half of the Gross Domestic Product (GDP) comes from the service sector, which includes technology support, financial services and transportation. Only one fourth of the country’s GDP comes from industry and agriculture comprises less than 20 percent.

**Country B:** The population of Country B is 10 million and the median age is only 17.8 years. The average life span of individuals in Country B is 50 years and the literacy rate for those over 15 is 37.8 percent. Sixty percent of the Gross Domestic Product (GDP) comes from agriculture, which includes fruits, vegetables, and livestock. Only one third of the country’s GDP comes from the service sector and only 7 percent comes from industry.

**Country C:** One hundred twenty-six million people live in Country C where the median age is 44.8 years. The average life span in Country C is 82 years and 99 percent of those over the age of 15 can read and write. Nearly 75 percent of the Gross Domestic Product comes from the service sector and less than one percent comes from agriculture. Twenty-five percent of the country’s GDP comes from industry, which includes processing raw materials and manufacturing equipment.

### 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 \_\_\_\_\_.