**Individuals & Societies Combo Rubric**

**(see Assessment Criteria of Devin’s IB Guide on pg. 19)**

**Assessment Criteria**

**A: Knowing and understanding**

1. use a wide range of terminology in context
2. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

**B: Investigating**

1. formulate a clear and focused research question and justify its relevance
2. formulate and follow an action plan to investigate a research question
3. use research methods to collect and record appropriate, varied and relevant information
4. evaluate the research process and results.

**C: Communicating**

1. communicate information and ideas effectively using an appropriate style for the audience and purpose
2. structure information and ideas in a way that is appropriate to the specified format
3. document sources of information using a recognized convention.

**D: Thinking critically**

1. discuss concepts, issues, models, visual representation and theories
2. synthesize information to make valid, well supported arguments
3. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
4. interpret different perspectives and their implications.

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**Criterion A: Knowing & Understanding**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. uses limited relevant terminology, 2. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |  |
| 3-4 | The student:   1. uses some terminology accurately and appropriately, 2. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |  |
| 5-6 | The student:   1. uses a range of terminology accurately and appropriately, 2. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |  |
| 7-8 | The student:   1. consistently uses a wide range of terminology effectively, 2. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |  |

**Criterion B: Investigating**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. formulates a research question that is clear or focused and describes its relevance, 2. formulates a limited action plan to investigate a research question or does not follow a plan, 3. collects and records limited information, not always consistent with the research question, 4. makes a limited evaluation of the process and results of the investigation. |  |
| 3-4 | The student:   1. formulates a research question that is clear and focused and describes its relevance in detail, 2. formulates and somewhat follows a partial action plan to investigate a research question, 3. uses a research method(s) to collect and record mostly relevant information, 4. evaluates some aspects of the process and results of the investigation. |  |
| 5-6 | The student:   1. formulates a clear and focused research question and explains its relevance, 2. formulates and follows a substantial action plan to investigate a research question, 3. uses research method(s) to collect and record appropriate relevant information, 4. evaluates the process and results of the investigation. |  |
| 7-8 | The student:   1. formulates a clear and focused research question and justifies its relevance, 2. formulates and effectively follows a comprehensive action plan to investigate a research question, 3. uses research methods to collect and record appropriate, varied and relevant information, 4. thoroughly evaluates the investigation process and results. |  |

**Criterion C: Communicating**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, 2. structures information and ideas according to the specified format in a limited way, 3. documents sources of information in a limited way. |  |
| 3-4 | The student:   1. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, 2. structures information and ideas in a way that is somewhat appropriate to the specified format, 3. sometimes documents sources of information using a recognized convention. |  |
| 5-6 | The student:   1. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, 2. structures information and ideas in a way that is mostly appropriate to the specified format, 3. often documents sources of information using a recognized convention. |  |
| 7-8 | The student:   1. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, 2. structures information and ideas in a way that is completely appropriate to the specified format, 3. consistently documents sources of information using a recognized convention. |  |

**Criterion D: Thinking Critically**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. analyses concepts, issues, models, visual representation and theories to a limited extent, 2. summarizes information to a limited extent to make arguments, 3. describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation, 4. identifies different perspectives and minimal implications. |  |
| 3-4 | The student:   1. analyses concepts, issues, models, visual representation and theories, 2. summarizes information to make arguments, 3. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations, 4. interprets different perspectives and some of their implications. |  |
| 5-6 | The student:   1. discusses concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid arguments, 3. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations, 4. interprets different perspectives and their implications. |  |
| 7-8 | The student:   1. completes a detailed discussion of concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid, well-supported arguments, 3. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations, 4. thoroughly interprets a range of different perspectives and their implications. |  |