**Individuals and Societies – MYP Year 3 Rubric**

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| **Level** | **Criterion A:****Knowing and Understanding** | **Criterion B:****Investigation** | **Criterion C:** **Communicating** | **Criterion D:****Thinking Critically** |
| **0** | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below |
| **1-2** | The student: | The student: | The student: | The student: |
| i. makes **limited** use of terminology | i. **identifies** a research question that is clear, focused and relevant | i. communicates information and ideas in a style that is **not** **always** clear | i. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way |
| ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and examples | ii. formulates a **limited** action plan or does not formulate a plan | ii. organizes information and ideas **in a limited way** | ii. **begins to identify** connections between information to make **simple** arguments |
| iii. **collects** and **records limited** or **sometimes irrelevant** information | iii. lists sources of information **inconsistently** | iii. **recognizes** the origin and purpose of **few** sources/data as well as **few** values and limitations of sources/data |
| iv. with guidance, **reflects** on the research process and results in a **limited** way | iv. **identifies** different perspectives |
| **3-4** | The student: | The student: | The student: | The student: |
| i. uses **some** terminology **accurately** | i. **formulates/chooses** a research question that is clear and focused and **describes** its relevance | i. communicates information and ideas in a way that is **somewhat** clear | i. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories |
| ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations, and examples | ii. formulates and **occasionally** follows a **partial** action plan to investigate a research question | ii. **somewhat** organizes information and ideas | ii. **summarize** information to make **some adequate** arguments |
| iii. **uses** a method(s) to collect and record **some** **relevant** information | iii. **creates** an **adequate** reference list and **sometimes** cites sources | iii. **analyses** sources/data in terms of origin and purpose, recognizing **some** values and limitations |
| iv. with guidance, **reflects** on the research process and results  | iv. **recognizes** different perspectives and **suggests some** of their implications |
| **5-6** | The student: | The student: | The student: | The student: |
| i. uses **considerable** and **relevant** terminology, **accurately** | i. formulates/chooses a clear and focused research question and **describes** its relevance **in detail** | i. communicates information and ideas in a style that is **mostly** appropriate to audience and purpose | i. **identifies** the main points of ideas, events, visual representation or arguments |
| ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions , explanations and examples | ii. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question | ii. **mostly** structures information and ideas according to the task instructions | ii. uses information to give **substantial** opinions |
| iii. uses methods to collect and record **appropriate** **relevant** information | iii. creates an **adequate** reference list and **usually** cites sources | iii. **analyses** sources/data in terms of origin and purpose, **usually** recognizing values and limitations |
| iv. with guidance, **evaluates** on the research process and results | iv. **clearly recognizes** different perspectives and **describes most** of their implications |
| **7-8** | The student: | The student: | The student: | The student: |
| i. **consistently** uses a **range** of terminology **accurately** | i. formulates/chooses a **clear** and **focused** research question and **explains** its relevance | i. communicates information and ideas in a style that is **completely** appropriate to the audience and purpose | i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories |
| ii. demonstrates **detailed** knowledge and understanding of content and concepts through **developed and accurate** descriptions, explanations and examples | ii. formulates and **effectively** follows a **consistent** action plan to investigate a research question | ii. structures information and ideas **completely** according to the task instructions | ii. **summarizes** information to make **consistent, well-supported** arguments |
| iii. uses methods to collect and record **appropriate** and **varied relevant** information | iii. creates a **complete** reference list and **always** cites sources | iii. **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing values and limitations |
| iv. with guidance, provides a **detailed evaluation thoroughly** of the research process and results | iv. **clearly recognizes** different perspectives and **consistently explains** their implications |