**Interdisciplinary Year 3 Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** | **Criterion A:****Disciplinary Grounding** | **Criterion B:** **Synthesizing** | **Criterion C:** **Communicating** | **Criterion D:****Reflecting** |
| **0** | The student does not reach a standard of described by any of the descriptors below. | The student does not reach a standard of described by any of the descriptors below. | The student does not reach a standard of described by any of the descriptors below. | The student does not reach a standard of described by any of the descriptors below. |
| **1-2** | The student: demonstrates **limited** relevant disciplinary grounding. | The student: **establishes few and/or superficial** connections between disciplinary knowledge. | The student: communicates interdisciplinary understanding with **little** structure, clarity or coherence. | The student:  |
| i. reflects on himself or herself as a disciplinary and interdisciplinary learner in a **limited** way. |
| ii. **outlines** the contribution of selected disciplines in a limited way. |
| **3-4** | The student: demonstrates **some** relevant disciplinary grounding. | The student: **connects** disciplinary knowledge to achieve **adequate** understanding. | The student:  | The student: |
| i. communicates interdisciplinary understanding with **some** clarity and coherence. | i. **reflects** on himself or herself as a disciplinary and interdisciplinary learning. |
| ii. **identifies** sources. | ii. **states some** limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations. |
| **5-6** | The student: demonstrates **most necessary** disciplinary grounding. | The student: **synthesizes** disciplinary knowledge to demonstrate interdisciplinary understanding.  | The student:  | The student: |
| i. communicates interdisciplinary understanding that is **generally** well organized and coherent, **recognizing** appropriate forms or media. | i. **consistently** reflects on himself or herself as a disciplinary and interdisciplinary learner |
| ii. identifies **relevant** sources. | ii. **describes** some benefits and limitations of disciplinary andinterdisciplinary knowledge in specific situations. |
| **7-8** | The student: demonstrates **extensive necessary** disciplinary grounding. | The student: **synthesizes** disciplinary knowledge to demonstrate **consistent** and **thorough** interdisciplinary understanding. | The student: | The student:  |
| i. communicates interdisciplinary understanding that is clear and well structured, **beginning** to use the selected forms or media **appropriately.** | i. **consistently** reflects **with sophistication on** himself or herself as a disciplinary and interdisciplinary learner. |
| ii. **documents** relevant sources. | ii. **explains** the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations. |