**Interdisciplinary Year 1 Rubric**

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| **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 in a **limited way.** | The student: **describes** strengths and limitations of the interdisciplinary learning process in **a limited way.** |
| **3-4** | The student: demonstrates **some** relevant disciplinary grounding. | The student: **connects** disciplinary knowledge to achieve **adequate** understanding. | The student: communicates interdisciplinary understanding with **some** clarity. | The student: |
| i. **describes** strengths and limitations of the interdisciplinary learning process. |
| ii. **states some** limitations or benefits of disciplinary 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 in a way that is **mostly** clear. | i. **explains** strengths and limitations of the interdisciplinary learning process. |
| ii. **identifies** sources. | ii. **states** some limitations **and** benefits of disciplinary  **and** interdisciplinary knowledge in specific situations. |
| **7-8** | The student: demonstrates **extensive necessary** disciplinary grounding. | The student: **synthesizes** disciplinary knowledge to demonstrate **consistent** interdisciplinary understanding. | The student: | The student:  |
| i. communicates interdisciplinary understanding with clarity, **organization and coherence.** | i. **evaluates** strengths and limitations of the interdisciplinary learning process. |
| ii. **acknowledges** relevant sources. | ii. **describes** some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations. |