

Objective A: Knowing and understanding

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Objective B: Investigating

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

Objective C: Communicating

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

Objective D: Thinking critically

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/ data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implications.

Individuals and Societies Year 3 Summative Assessment Criteria Rubric

| Level | Criteria A: Knowing & Understanding | Criteria B: Investigating | Criteria C: Communication | Criteria D: Thinking Skills |
|-------|---|--|--|--|
| 1-2 | i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. | i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometime irrelevant information iv. with guidance, reflects on the research process and results in a limited way. | i. communicates information and ideas in a style that is not always appropriate to the audience and purpose ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently. | i. begins to analyse concepts, issues, models and visual representations and/or theories in a limited way. ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of limited sources/data as well as nominal value and limitations of sources data. iv. identifies different perspectives |
| 3-4 | i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. | i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method to collect and record some relevant information iv. with guidance, reflects on the research process and results | i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources. | i. completes a simple analysis of concepts, issues, models, visual representations and theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose recognizing some value and limitations. iv. clearly recognized different perspectives and describes most of their implications. |
| 5-6 | i. uses considerable relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions and examples. | i. formulates/chooses a clear and focused research questions and describes its relevance in detail ii. formulates and mostly follows a sufficient developed action plan to investigate a research question | i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources | i. completes a suitable analysis of concepts, issues, models, visual representations and theories ii. summarizes information to make usually valid arguments iii. analyses a sources/data in terms of origin and purpose usually recognizing value and limitations. |

| | | | | |
|-------------------|--|---|--|--|
| | | <p>iii. uses methods to collect and record often relevant information</p> <p>iii. uses method(s) to collect and record appropriate relevant information</p> <p>iv. with guidance, evaluates on the research process and results</p> | | <p>iv. clearly recognizes different perspectives and and describes most of their implications.</p> |
| <p>7-8</p> | <p>i. consistently uses a range of terminology accurately</p> <p>ii. demonstrates excellent knowledge and understanding of content and concepts developed and accurate descriptions and examples.</p> | <p>i. formulates/chooses a clear and focused research question and describes its relevance in detail</p> <p>ii. formulates and mostly follows a consistent action plan to investigate a research question</p> <p>iii. uses methods to collect and record appropriate and varied relevant information.</p> <p>iv. with guidance, provides a detailed evaluation of the research process and results.</p> | <p>i. communicates information and ideas in a way that is completely appropriate to the audience and purpose</p> <p>ii. structures information and ideas completely according to the task instructions</p> <p>iii. creates a complete reference list and always cites sources</p> | <p>i. completes a detailed analysis of concepts, issues, models, visual representations and theories</p> <p>ii. summarizes information to make consistent, well-supported arguments</p> <p>iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations</p> <p>iv. clearly recognizes different perspectives and consistently explains their implications.</p> |