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| **MYP INDIVIDUALS AND SOCIETY RUBRIC YEAR 1 Date: Name:**  |
| **MYP CRITERIA**  | **DESCRIPTORS** |
| **A. KNOWING AND UNDERSTANDING** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 1, students should be able to:* **use** vocabulary in context
* **demonstrate** knowledge and understanding of subject-specific content and concepts, **using descriptions, explanations and examples**.
 | **0** |  | * The student does not reach a standard described by any of the descriptors below.
 |
| **1-2** |  | The student:* recognizes some vocabulary
* demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
 |
| **3-4** |  | The student:* uses some vocabulary
* demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations, and/or examples.
 |
| **5-6** |  | The student:* uses considerable relevant vocabulary, often accurately
* demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations, and examples.
 |
| **7-8** |  | The student:* consistently uses relevant vocabulary accurately
* demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations, and examples.
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| **B. INVESTIGATING** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 1, students should be able to:* **explain** the choice of a research question
* **follow** an action plan to **explore** a research question
* **collect and record** relevant information consistent with the research question
* **reflect** on the process and results of the investigation
 | **0** |  | * The student does not reach a standard described by any of the descriptors below.
 |
| **1-2** |  | The student:* identifies a research question
* follows an action plan in a limited way to explore a research question
* collects and records information, to a limited extent
* with guidance, reflects on the research process and results, to a limited extent.
 |
| **3-4** |  | The student: * describes the choice of a research question
* partially follows an action plan to explore a research question
* uses a method or methods to collect and record some relevant information
* with guidance, reflects on the research process and results, with some depth.
 |
| **5-6** |  | The student is able to: * describes the choice of a research question in detail
* mostly follows an action plan to explore a research question
* uses method(s) to collect and record often relevant information
* reflects on the research process and results.
 |
| **7-8** |  | The student:* explains the choice of a research question
* effectively follows an action plan to explore a research question
* uses methods to collect and record consistently relevant information
* thoroughly reflects on the research process and results.
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| **C. COMMUNICATING** | **MYP** |  | * **ACHIEVEMENT LEVEL DESCRIPTOR**
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| At the end of year 1, students should be able to:* **communicate** information and ideas with clarity
* **organize** information and ideas effectively for the task
* **list** sources of information in a way that follows the task instructions.
 | **0** |  | * The student does not reach a standard described by any of the descriptors below.
 |
| 1-2 |  | The student:* communicates information and ideas in a style that is not always clear
* organizes information and ideas in a limited way
* inconsistently lists sources, not following the task instructions.
 |
| 3-4 |  | The student: * communicates information and ideas in a style that is somewhat clear
* somewhat organizes information and ideas
* lists sources in a way that sometimes follows the task instructions.
 |
| 5-6 |  | The student: * communicates information and ideas in a style that is mostly clear
* mostly organizes information and ideas
* lists sources in a way that often follows the task instructions.
 |
| 7-8 |  | The student: * communicates information and ideas in a style that is completely clear
* completely organizes information and ideas effectively
* lists sources in a way that always follows the task instructions.
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| **D. Thinking Critically** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 1, students should be able to:* **identify** the main points of ideas, events, visual representation or arguments
* **use** information to give an opinion
* **identify** and **analyse** a range of sources/data in terms of origin and purpose
* **identify** different views and their implications.
 | **0** |  | * The student does not reach a standard described by any of the descriptors below.
 |
| **1-2** |  | The student: * identifies the main points of ideas, events, visual representation or arguments to a limited extent
* uses information to give limited opinions
* identifies the origin and purpose of limited sources/data
* identifies some different views.
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| **3-4** |  | The student: * identifies some main points of ideas, events, visual representation or arguments
* uses information to give adequate opinions
* identifies the origin and purpose of limited sources/data
* identifies some different views and suggests some of their implications.
 |
| **5-6** |  | The student: * Identifies the main points of ideas, events, visual representation or arguments
* uses information to give substantial opinions
* identifies the origin and purpose of a range of sources/data
* identifies some different views and most of their implications.
 |
| **7-8** |  | The student: * Identifies in detail the main points of ideas, events, visual representation or arguments
* uses information to give detailed opinions
* consistently identifies and analyses a range of sources/data in terms of origin and purpose
* consistently identifies different views and most of their implications.
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## Individuals and Societies Command Terms

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| Term |  Definition |

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| Analyze  | Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions  |
| Demonstrate | Prove or make clear by reasoning or evidence, illustrating with examples or practical application.  |
| Describe | Give a detailed account or picture of a situation, event, pattern or process  |
| Discuss  | Offer a considered and balanced review that includes a range or arguments, factors or hypotheses. Opinions or conclusion should be presented clearly and supported by appropriate evidence.  |
| Document | To credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.  |
| Evaluate  | Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to the selected criteria.  |
| Exemplify | Represent with an example. |
| Explain | Give a detailed account including reasons and causes. |
| Explore | Undertake a systematic process of discovery. |
| Identify | Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature. |
| Interpret | Use knowledge and understanding to recognize trends and draw conclusions from given information. |
| Investigation  | A task where, to varying degrees, students are given opportunities to pose questions, select problem-solving techniques, discover patterns, make generalizations and communicate their findings  |
| List | Provide a sequence of items or brief answers.  |
| Reflect | Think about deeply; consider.  |
| Recognize  | Identify through patterns or features.  |
| Summarize  | Abstract a general theme or major points.  |
| Synthesize | Combine different ideas in order to create new understanding.  |
| Use  | Apply knowledge or rules to put theory in practice.  |
| **Approaches to learning skill categories** | **Examples of skill indicators that can be important for the study of individuals & societies**  |
| Thinking Skills | Consider ideas from other perspectives and points of view in a debate.Explore the influence ancient Chinese civilizations continues to exert in the 21st century. |
| Social Skills | Seek out criticism and feedback from others, including teachers and peers, and make informed choices about including it in one’s work. |
| Communication Skills | Use appropriate form of writing for an academic fieldwork report. |
| Self-Management Skills | Structure information appropriately in an oral presentation.Reflect on the strengths and weakeness of a research method. |
| Research Skills | Formulate provocative and relent research question for an investigation. |

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| **Global Contexts** direct learning towards independent and share inquiry into our common humanities and share guardianship of the planet. Global contexts help us explore the relevance of our inquiries and determine “why it matters.” |
| Identities and relationships | Who am I? Who are we? Explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. |
| Orientation in time and space | What is the meaning of “where” and “when”? Explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, the interconnectedness of, individuals and civilizations, from personal, local, and global perspectives. |
| Personal and cultural expression | What is the nature and purpose of creative expression? Explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. |
| Scientific and technical innovation | How do we understand the world in which we live? Explore the natural world and its laws; the interaction between people and the natural world’ how humans use their understanding of scientific principles; the impact of scientific and technological advances on the communities and environments on human activity; how human adapt their environments to their needs. |
| Globalization and sustainability | How is everything connected? Explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment. |
| Fairness and development | What are the consequences of our common humanity?Explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. |

Key Concepts (**focus for individuals and society**)

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| Aesthetics | **Change** | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | **Global interactions** | Identity | Logic |
| Perspective | Relationships | **Time, place and space** | **Systems** |