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| **2014-2015 MYP INDIVIDUALS AND SOCIETY RUBRIC YEAR 2**  **Date: Name:** | | | |
| **MYP CRITERIA** | | **DESCRIPTORS** | |
| **A. KNOWING AND UNDERSTANDING** | **MYP** | **ACHIEVEMENT LEVEL DESCRIPTOR** | |
| At the end of year 3, students should be able to:  i. use a range of terminology in context  ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. | **0** | * The student does not reach a standard described by any of the descriptors below. | |
| 1–2 | The student:   * Recognizes and **begins to use** terminology * demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples. | |
| 3–4 | The student:   * uses **some** terminology **sometimes accurately** * demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples. | |
| 5–6 | The student:   * uses **considerable** and **relevant** terminology **accurately most of the time** * demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples. | |
| 7–8 | The student:   * **consistently** uses **relevant** terminology **accurately** * demonstrates **detailed** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. | |
| **B. INVESTIGATING** | **MYP** | **ACHIEVEMENT LEVEL DESCRIPTOR** | |
| At the end of year 3, students should be able to:  i. choose a clear and focused research question  ii. begin to formulate and follow an action plan to investigate a research question  iii. use methods to collect and record relevant information  iv. 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 that is **clear** * **occasionally** follows a **partial** action plan to investigate a research question * **collects** and **records information, often irrelevant** * with guidance, **reflects** on the research process and results in a **limited** way. | |
| 3–4 | The student:   * **chooses** a research question that is clear and focused and **describes** its relevance * **often** followsan action plan to investigate a research question * **uses** a method or methods to collect and record **some relevant** information * with **reflects** on the research process and results. | |
| 5–6 | The student:   * chooses a clear and focused research question and **describes** its relevance in detail * **effectively** follows a **developed** action plan to investigate a research question * uses methods to collect and record **relevant** information * reflectson the research process and results. | |
| 7–8 | The student:   * chooses a **clear** and **focused** research question and **explains** its relevance * **begins to formulate** and effectively follows anaction plan to investigate a research question * uses methods to collect and record consistently **relevant** information * thoroughly reflects on the research process and results. | |
| **C. COMMUNICATING** | **MYP** | **ACHIEVEMENT LEVEL DESCRIPTOR** | | |
| At the end of year 3, students should be able to:  i. communicate information and ideas in a way that is appropriate for the purpose  ii. structure information and ideas according to the task instructions  iii. create a reference list and cite sources of information with guidance. | 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 * **lists** sources of information **inconsistently**. | |
| 3–4 | The student:   * communicates information and ideas in a way that is **somewhat** clear * **somewhat** organizes information and ideas * **creates** an **adequate** reference list. | |
| 5–6 | The student:   * communicates information and ideas in a style that is **mostly** appropriate to the purpose * **mostly** structures information and ideas according to the task instructions * creates an reference list andcites **some** sources. | |
| 7–8 | The student:   * communicates information and ideas in a style that is **completely** appropriate to the a purpose * structures information and ideasaccording to the task instructions * creates a **complete** reference list and cites all sources, with guidance. | |
| **D. Thinking Critically** | **MYP** | **ACHIEVEMENT LEVEL DESCRIPTOR** | | |
| At the end of year 3, students should be able to:  i. Explain concepts, issues, models, visual representation and/or theories  ii. use information to support an argument  iii. analyse a range of sources/data in terms of origin and purpose  iv. explains different perspectives | 0 | * The student does not reach a standard described by any of the descriptors below. | |
| 1–2 | The student:   * **identifies some** concepts, issues, models, visual representation * **begins to identify** information to support anargument * **recognizes** the origin and/or purpose of **few** sources/data * **identifies** different perspectives. | |
| 3–4 | The student:   * identifies concepts, issues, models, visual representation and/or theories * identifiesinformation to support anargument * **analyses** sources/data in terms of origin and/or purpose * **describes** different perspectives | |
| 5–6 | The student:   * **describes** concepts, issues, models, visual representation and/or theories * **use**s information to support anargument * **analyses** sources/data in terms of origin and purpose * **explains** different perspectives | |
| 7–8 | The student:   * explains concepts, issues, models, visual representation and/or theories * **consistently** uses **detailed** information to support an argument * **effectively analyses** a **range** of sources/data in terms of origin and purpose * **clearly e**xplainsdifferent perspectives | |
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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 medieval civilizations continue 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 weaknesses 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** |