Individuals and Societies

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

1. use vocabulary in context
2. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. **recognizes some** vocabulary 2. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples. |
| 3-4 | The student:   1. **uses some** vocabulary 2. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples. |
| 5-6 | The student:   1. **uses considerable, relevant** vocabulary, **often accurately** 2. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and/or examples. |
| 7-8 | The student:   1. **consistently uses relevant** vocabulary **accurately** 2. demonstrates **excellent** knowledge and understanding of content and concepts through **detailed** descriptions, explanations and/or examples. |

Criterion B: Investigating

Maximum: 8

At the end of year 1, students should be able to:

1. explain the choice of a research question
2. follow an action plan to explore a research question
3. collect and record relevant information consistent with the research question
4. reflect on the process and results of the investigation.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. **identifies** a research question 2. follows an action plan in a **limited** **way** to explore a research question 3. **collects** and **records** information, to a **limited extent** 4. **with guidance,** reflects on the research process and results, to a **limited extent.** |
| 3-4 | The student:   1. **describes** the choice of a research question 2. **partially** follows an action plan to explore a research question 3. **uses** a method or methods to collect and record **some relevant** information 4. **with guidance,** reflects on the research process and results with **some** depth. |
| 5-6 | The student:   1. **describes** the choice of a research question **in detail** 2. **mostly** follows an action plan to explore a research question 3. **uses** method(s) to collect and record **often relevant** information 4. **reflects** on the research process and results. |
| 7-8 | The student:   1. **explains** the choice of a research question 2. **effectively** follows an action plan to explore a research question 3. **uses** methods to collect and record **consistently relevant** information 4. **thoroughly** reflects on the research process and results. |

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

1. communicate information and ideas with clarity
2. organize information and ideas effectively for the task
3. list sources of information in a way that follows the task instructions.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. communicates information and ideas in a style that is **not always** clear 2. organizes information and ideas **in a limited way** 3. **inconsistently** lists sources, not following the task instructions. |
| 3-4 | The student:   1. communicates information and ideas in a style that is **somewhat** clear 2. **somewhat** organizes information and ideas 3. lists sources in a way that **sometimes** follows the task instructions. |
| 5-6 | The student:   1. communicates information and ideas in a style that is **mostly** clear 2. **mostly** organizes information and ideas 3. lists sources in a way that **often** follows the task instructions. |
| 7-8 | The student:   1. communicates information and ideas in a style that is **completely** clear 2. **completely** organizes information and ideas **effectively** 3. lists sources in a way that **always** follows the task instructions. |

Criterion D: Thinking Critically

Maximum: 8

At the end of year 1, students should be able to:

1. identify the main points of ideas, events, visual representation or arguments
2. use information to give an opinion
3. identify and analyze a range of sources/data in terms of origin and purpose
4. identify different views and their implications.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. identifies the main points of ideas, events, visual representation or arguments **to a limited extent** 2. uses information to give **limited** opinions 3. identifies the origin and purpose of **limited** sources/data 4. identifies **some** different views. |
| 3-4 | The student:   1. identifies **some** main points of ideas, events, visual representation or arguments 2. uses information to give **adequate** opinions 3. **identifies** the origin and purpose of sources/data 4. identifies **some** different views and suggests **some** of their implications. |
| 5-6 | The student:   1. **identifies** the main points of ideas, events, visual representation or arguments 2. uses information to give **substantial** opinions 3. identifies the origin and purpose of a **range** of sources/data 4. identifies different views and **most** of their implications. |
| 7-8 | The student:   1. identifies **in detail** the main points of ideas, events, visual representation or arguments 2. uses information to give **detailed** opinions 3. **consistently** identifies and **analyzes a** **range** of sources/data in terms of origin and purpose 4. **consistently** identifies different views and their implications. |