**GRADING: MYP – Individuals & Societies Unit 2: iMovie Documentary**

**Driving Question:** *After the Civil War, how did immigration, innovation, and industrialization led to significant changes in American society.*

**MYP Statement of Inquiry:** The migration of people has led to innovation and revolution and affects the systems of society in the United States.

**Criterion A: KNOWLEDGE & UNDERSTANDING**

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| **Achievement Level** | **Descriptor – What does this look like?** |
| 0  F  (59% or below) | **The student does not reach a standard described by any of the descriptors given below.** |
| **Comments:** |
| 1–2  D  (60%-69%) | **The Student:**   1. **Recognizes some** vocabulary relating to innovations and revolutions 2. Demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples of changes caused by immigration and technology after the Civil War |
| **Comments:** |
| 3–4  C  (70%- 79%) | **The Student:**   1. **Uses some** vocabulary relating to innovations and revolutions 2. Demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples of changes caused by immigration and technology after the Civil War |
| **Comments:** |
| 5–6  B  (80%- 89%) | **The Student:**   1. **Uses considerable relevant** vocabulary, **often accurately** relating to innovations and revolutions 2. Demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples of changes caused by immigration and technology after the Civil War |
| **Comments:** |
| 7-8  A  (90%- 100%) | **The Student:**   1. **Consistently** uses **relevant** vocabulary **accurately** relating to innovations and revolutions 2. Demonstrates **excellent** knowledge and understanding of content and concepts though **detailed** descriptions, explanations and examples of changes caused by immigration and technology after the Civil War |
| **Comments:** |

**Criterion B: INVESTIGATING**

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| **Achievement Level** | **Descriptor – What does it look like?** |
| 0  F  (59% or below) | **The student does not reach a standard described by any of the descriptors given below.** |
| **Comments:** |
| 1–2  D  (60%-69%) | **The Student:**   1. **Identifies** a research question that relates to immigration, innovation, and/or industrialization 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** |
| **Comments:** |
| 3–4  C  (70%- 79%) | **The Student:**   1. **Describes** the choice of a research question that relates to immigration, innovation, and/or industrialization 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 |
| **Comments:** |
| 5–6  B  (80%- 89%) | **The Student:**   1. **Describes** the choice of a research question **in detail** that relates to immigration, innovation, and/or industrialization 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 |
| **Comments:** |
| 7-8  A  (90%- 100%) | **The Student:**   1. **Clearly describes** aresearch question **in detail** that relates to immigration, innovation, and/or industrialization 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 research process and results |
| **Comments:** |

**Criterion C: COMMUNICATING**

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| **Achievement Level** | **Descriptor – What does it look like?** |
| 0  F  (59% or below) | **The student does not reach a standard described by any of the descriptors given below.** |
| **Comments:** |
| 1–2  D  (60%-69%) | **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 |
| **Comments:** |
| 3–4  C  (70%- 79%) | **The Student:**   1. Communicates information and ideas in a way that is **somewhat** clear 2. **Somewhat** organizes information and ideas 3. Lists sources in a way that **sometimes** follows the task instructions |
| **Comments:** |
| 5–6  B  (80%- 89%) | **The Student:**   1. Communicates information and ideas in a way that is **mostly** clear 2. **Mostly** organizes information and ideas 3. Lists sources in a way that **often** follows the task instructions |
| **Comments:** |
| 7-8  A  (90%- 100%) | **The Student:**   1. Communicates information and ideas in a way that is **completely** clear 2. **Completely** organizes information and ideas **effectively** 3. Lists sources in a way that **always** follows the task instructions |
| **Comments:** |

**Criterion D: THINKING CRITICALLY**

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| **Achievement Level** | **Descriptor: What does it look like?** |
| 0  F  (59% or below) | **The student does not reach a standard described by any of the descriptors given below.** |
| **Comments:** |
| 1–2  D  (60%-69%) | **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 |
| **Comments:** |
| 3–4  C  (70%- 79%) | **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 |
| **Comments:** |
| 5–6  B  (80%- 89%) | **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 |
| **Comments:** |
| 7-8  A  (90%- 100%) | **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 **analyses a range** of sources/data in terms of origin and purpose 4. **Consistently** identifies different views and their implications |
| **Comments:** |

MYP Letter Grade Conversion Chart:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** |
| 59% or below | 60% - 69% | 70% - 79% | 80% - 89% | 90% - 100% |
| F | D | C | B | A |

**Note:** The MYP Criterion A, B, C, D grades will NOT be included in your quarterly final grades for the 2015-16 school year. The MYP rubrics/grades are for your reference in preparation for next year’s full integration of the MYP program.