

Growth of America

MYP Unit 4 Summative Assessment Rubric

Criterion A: Knowing and Understanding

Achievement Level	Task Specific Indicators: The student
0	does not reach a standard described by any of the descriptors below.
1-2	ii. demonstrates basic knowledge and understanding of topic, including main issue, people and events involved, and immediate and long-term impact, through limited descriptions and/or examples.
3-4	ii. demonstrates satisfactory knowledge and understanding of topic, including main issue, people and events involved, and immediate and long-term impact, through simple descriptions, explanations and/or examples.
5-6	ii. demonstrates substantial knowledge and understanding of topic, including main issue, people and events involved, and immediate and long-term impact, through descriptions, explanations and examples.
7-8	ii. demonstrates excellent knowledge and understanding of topic, including main issue, people and events involved, and immediate and long-term impact, through detailed descriptions, explanations and examples.

Criterion B: Investigating

Achievement Level	Task Specific Indicators: The student
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> i. identifies how the topic influenced America, past and present ii. follows the action plan of the graphic organizer in a limited way to explore the research questions iii. collects and records information to a limited extent. iv. with guidance, reflects on the research process and results in the director's commentary, to a limited extent.
3-4	<ul style="list-style-type: none"> i. describes how the topic influenced America, past and present ii. partially follows the action plan of the graphic organizer to explore the research questions iii. uses a method to collect and record some relevant information from a few sources. iv. with guidance, reflects on the research process and results in the director's commentary with some depth.
5-6	<ul style="list-style-type: none"> i. describes how the topic influenced America, past and present in detail ii. mostly follows the action plan of the graphic organizer to explore the research questions iii. uses method(s) to collect and record often relevant information from a range of sources . iv. reflects on the research process and results in the director's commentary.
7-8	<ul style="list-style-type: none"> i. explains how the topic influenced America, past and present ii. effectively follows the action plan of the graphic organizer to explore the research questions iii. uses methods to collect and record consistently relevant information from a wide range of sources. iv. thoroughly reflects on the research process and results in the director's commentary.

Year 1 Criterion C: Communication

Achievement level	Task Specific Indicators
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way, with little attention to grammar and punctuation
3-4	<ul style="list-style-type: none"> i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas, with some attention to grammar and punctuation
5-6	<ul style="list-style-type: none"> i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas, with few errors in grammar and punctuation
7-8	<ul style="list-style-type: none"> i. communicates information and ideas in a way that is completely clear ii. completely organizes information and ideas effectively, with little to no errors in grammar and punctuation

Criterion D: Thinking Critically

Achievement Level	Task Specific Indicators: The student
0	The student does not reach a standard described by any of the descriptors below.
1-2	ii. rarely uses information to justify opinion(s) of how the topic influenced American society.
3-4	ii. justifies opinion(s) of how the topic influenced American society with some information.
5-6	ii. gives sufficient justification for opinion(s) of how the topic influenced American society with thoughtful explanation.
7-8	ii. gives detailed justification for opinion(s) of how the topic influenced American society with thoughtful explanation and well-supported arguments.

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

SOL Connection	<p>Skills</p> <p>USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none">a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;d) using evidence to draw conclusions and make generalizations;f) determining relationships with multiple causes or effects in United States history; <p>Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s</p> <p>USII.4 The student will apply social science skills to understand how life changed after the Civil War by</p> <ul style="list-style-type: none">b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; ande) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.
---------------------------	--