

# MYP Humanities Essay Rubric

## ASSESSMENT CRITERIA

|  | <b>A: Knowing &amp; Understanding</b><br><i>Students develop factual and conceptual knowledge about individuals and societies.</i>  | <b>B: Investigating</b><br><i>Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.</i>   | <b>C: Communicating</b><br><i>Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.</i>   | <b>D: Thinking Critically</b><br><i>Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.</i>   |
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| <b>EXCELLENT</b><br>7-8<br><b>E</b>    | The student consistently uses a wide range of terminology effectively, demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. | The student formulates a clear and focused research question and justifies its relevance, formulates and effectively follows a comprehensive action plan to investigate a research question, uses research methods to collect and record appropriate, varied and relevant information, thoroughly evaluates the investigation process and results.                      | The student communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, structures information and ideas in a way that is completely appropriate to the specified format, consistently documents sources of information using a recognized convention. | The student completes a detailed discussion of concepts, issues, models, visual representation and theories, synthesizes information to make valid, well-supported arguments, effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations, thoroughly interprets a range of different perspectives and their implications. |
| <b>PROFICIENT</b><br>5-6<br><b>Pf</b>  | The student uses a range of terminology accurately and appropriately, demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.        | The student formulates a clear and focused research question and explains its relevance, formulates and follows a substantial action plan to investigate a research question, uses research method(s) to collect and record appropriate relevant information, evaluates the process and results of the investigation.   | The student communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, structures information and ideas in a way that is mostly appropriate to the specified format, often documents sources of information using a recognized convention.                                | The student discusses concepts, issues, models, visual representation and theories, synthesizes information to make valid arguments, effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations, interprets different perspectives and their implications.   |
| <b>Approaching</b><br>3-4<br><b>Ap</b> | The student uses some terminology accurately and appropriately, demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.             | The student formulates a research question that is clear and focused and describes its relevance in detail, formulates and somewhat follows a partial action plan to investigate a research question, uses a research method(s) to collect and record mostly relevant information, evaluates some aspects of the process and results of the investigation.              | The student communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, structures information and ideas in a way that is somewhat appropriate to the specified format, sometimes documents sources of information using a recognized convention.                    | The student analyses concepts, issues, models, visual representation and theories, summarizes information to make arguments, analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations, interprets different perspectives and some of their implications.  |
| <b>LIMITED</b><br>1-2<br><b>L</b>      | The student uses limited relevant terminology, demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.  | The student formulates a research question that is clear or focused and describes its relevance, formulates a limited action plan to investigate a research question or does not follow a plan, collects and records limited information, not always consistent with the research question, makes a limited evaluation of the process and results of the investigation. | The student communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, structures information and ideas according to the specified format in a limited way, documents sources of information in a limited way.  | The student analyses concepts, issues, models, visual representation and theories to a limited extent, summarizes information to a limited extent to make arguments, describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation, identifies different perspectives and minimal implications.  |
| <b>POOR</b><br>0<br><b>P</b>           | The student does not reach a standard described by any of the descriptors above.  | The student does not reach a standard described by any of the descriptors above.  | The student does not reach a standard described by any of the descriptors above.  | The student does not reach a standard described by any of the descriptors above.  |