

# MYP Humanities Research Essay Rubric

## ASSESSMENT CRITERIA

	<b>A: Knowing &amp; Understanding</b> <i>Students develop factual and conceptual knowledge about individuals and societies.</i>	<b>B: Investigating</b> <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> <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> <i>Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.</i>
EXCELLENT 7-8  <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.
PROFICIENT 5-6  <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.
Approaching 3-4  <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.
LIMITED 1-2  <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.
POOR 0  <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.