

Unit 1 part 2: Reformation Essay Rubric

	A: Knowing and Understanding	C: Communicating	D: Thinking critically
7 - 8	<p>The student:</p> <ul style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention. 	<p>The student:</p> <ul style="list-style-type: none"> i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well supported arguments iii. effectively analyzes and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing some value and limitations iv. thoroughly interprets a range of different perspectives and their implications.
5 - 6	<p>The student:</p> <ul style="list-style-type: none"> i. uses range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. often documents sources of information using a recognized convention. 	<p>The student:</p> <ul style="list-style-type: none"> i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyzes and evaluates a range of sources/data in terms of origin and purpose, usually recognizing some value and limitations iv. interprets different perspectives and their implications.
3 - 4	<p>The student:</p> <ul style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention. 	<p>The student:</p> <ul style="list-style-type: none"> i. analyzes concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyzes and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations iv. interprets different perspectives and some implications.
1 - 2	<p>The student:</p> <ul style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way. 	<p>The student:</p> <ul style="list-style-type: none"> i. analyzes concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of sources/data in terms of origin and purpose, recognizing nominal value and limitations iv. identifies different perspectives and minimal implications.
0	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>