Corwin International Magnet School

Individuals and Societies, Level 2 – Assessment Criteria

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i. use vocabulary in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **Makes limited** use of **some** vocabulary ii. Demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student: i. **Uses some** vocabulary **accurately**. ii. Demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations, and examples.
5–6	The student: i. Uses **considerable** and **relevant** vocabulary, **often accurately**. ii. Demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations, and examples.
7–8	The student: i. **Consistently** uses **a range of** vocabulary **accurately.** ii. Demonstrates **detailed** knowledge and understanding of content and concepts through **detailed** and **accurate** descriptions, explanations, and examples.

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Criterion B: Investigating

Maximum: 8

At the end of year 1, students should be able to:

i. explain the choice of a research question

ii. follow an action plan to explore a research question

iii. collect and record relevant information consistent with the research question

iv. reflect on the process and results of the investigation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **Identifies** a research question that is clear and relevant. ii. Formulates and follows **a limited** action plan or does not follow a plan. iii. Collects and records **limited** information. iv. **With guidance**, reflects on the research process and results **in a limited way.**
3–4	The student: i. **Formulates/chooses** a research question and **describes** its relevance. ii. Formulates and **partially** follows a **partial** action plan to investigate a research question. iii. **Uses** a method(s) to collect and record **some** relevant information. iv. **With guidance**, reflects on the research process and results with **some** depth.
5–6	The student: i. Formulates/chooses a research question and **describes** it in **detail**. ii. Formulates and **mostly** follows an action plan to explore a research question. iii. **Uses** methods to collect and record **relevant** information. iv. **Reflects** and **evaluates** on the research process and results.
7–8	The student: i. Formulates/chooses a research question and **explains** its relevance. ii. **Effectively** formulates and follows an action plan to explore a research question. iii. **Uses** methods to collect and record **consistently relevant and appropriate** information. iv. **Reflects** and provides an **evaluation** of the research process and results.

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Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

i. communicate information and ideas with clarity

ii. organize information and ideas effectively for the task

iii. list sources of information in a way that follows the task instructions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. Communicates information and ideas in a style that is **not always** clear. ii. Organizes information and ideas **in a limited** way. iii. **Inconsistently** lists sources, **not following** task instructions.
3–4	The student: i. Communicates information and ideas in a style that is **somewhat** clear. ii. **Somewhat** structures information and ideas according to task instructions. iii. Creates a list of sources that **sometimes** follow task instructions and **sometimes** cites sources
5–6	The student: i. Communicates information and ideas in a style that is **mostly** clear. ii. **Mostly** structures information and ideas according to task instructions. iii. Creates an **adequate** list of sources that **often** follows task instructions and **usually** cites sources.
7–8	The student: i. Communicates information and ideas in a style that is **completely** clear. ii. **Completely** structures information and ideas according to the task instructions. iii. Creates a **complete** list of sources that **always** follows task instructions and cites sources.

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Criterion D: Thinking critically

Maximum: 8

At the end of year 1, students should be able to:

i. identify the main points of ideas, events, visual representation or arguments

ii. use information to give an opinion

iii. identify and analyse a range of sources/data in terms of origin and purpose

iv. identify different views and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. Completes and identifies concepts, issues, models, visual representation, and/or theories **in a limited way**. ii. **Begins to make** arguments. iii. **Begins to analyze a few** sources/data in terms of origin and purpose, and **some** of their value and limitation. iv. **Identifies** different perspectives
3–4	The student: i. Completes and identifies **some** concepts, issues, models, visual representation, and/or theories. ii. Summarizes information to make **some adequate** arguments. iii. **Analyzes** sources/data in terms of origin, purpose, value, and limitation. iv. Identifies **some** different perspectives and **suggests some of** their implications.
5–6	The student: i. Completes and identifies concepts, issues, models, visual representation, and/or theories. ii. **Summarizes** information to make **usually valid** arguments. iii. **Analyzes** sources/data in terms of origin and purpose, and **makes some arguments** on their value and limitation. iv. **Identifies** different perspectives and **explains most of** their implications.
7–8	The student: i. Completes and identifies, **in detail**, concepts, issues, models, visual representation, and/or theories. ii. **Summarizes** information to make **detailed** arguments. iii. **Effectively analyzes a range** of sources/data in terms of origin and purpose, and **recognizes** their value and limitation. iv. **Consistently** identifies different perspectives and **explains** their implications.