

Humanities Criterion Rubric

	0	1 or 2	3 or 4	5 or 6	7 or 8	9 or 10
Criterion A: Knowledge - 10th Grade	The student does not reach a standard described by any of the descriptors below.	The use of terminology is inconsistent or incorrect . Facts and examples are either absent , or those used are irrelevant or do not show understanding . The student provides descriptions that are inaccurate or that have insufficient detail ; explanations are absent or superficial .	The use of terminology is mostly accurate and usually appropriate , though some errors remain. Facts and examples used are mostly relevant , and usually show understanding . The student provides basic descriptions that may need more detail; explanations are usually adequate but sometimes superficial.	Terminology is used accurately and appropriately . Relevant facts and examples are used to show understanding . The student provides accurate descriptions; explanations are adequate but not well developed.	A range of terminology is used accurately and appropriately. A range of relevant facts and examples are used to show understanding. The student provides accurate and detailed descriptions; explanations are developed .	The student shows an excellent command of a wide range of terminology, and uses it appropriately. An extensive range of relevant facts and examples are used to show understanding. Descriptions are accurate and detailed and explanations are fully developed.
6th grade	The student does not reach a standard described by any of the descriptors below.	The use of basic terminology is inconsistent or incorrect. Facts and examples are either absent, or those used are irrelevant or do not show understanding. The student provides descriptions that are inaccurate or that have insufficient detail; explanations are absent or superficial.	The use of terminology is basic, though some errors remain. Facts and examples used are mostly relevant, and usually show understanding. The student provides basic descriptions that are usually adequate but sometimes superficial.	Basic terminology is used. Relevant facts and examples are used to show understanding. The student provides basic descriptions; explanations are adequate but not well developed.	Basic terminology is used. A limited number of relevant facts and examples are used to show understanding. The student provides basic descriptions and explanations are somewhat developed.	Basic understanding of terminology is used. A limited number of relevant facts and examples are used to show understanding. Descriptions are accurate and basic explanations are supported by a limited number of relevant facts and/or examples.
7th grade	6th grade rubric will be used first semester; 8th grade rubric will be used second semester					
8th grade	The student does not reach a standard described by any of the descriptors below.	The use of terminology is inconsistent or incorrect. Facts and examples are either absent, or those used are irrelevant or do not show understanding. The student provides descriptions that are inaccurate or that have insufficient detail; explanations are absent or superficial.	Terminology is used, though some errors remain. Facts and examples used are mostly relevant, and usually show understanding. The student provides basic descriptions that are usually adequate but sometimes superficial.	Terminology is used. Relevant facts and examples are used to show understanding. The student provides basic descriptions; explanations are adequate but not well developed.	Use of terminology is in proper context. A number of relevant facts and examples are used to show understanding. Descriptions are accurate and explanations are supported by relevant facts and examples.	Excellent use of terminology is in context. A number of relevant facts and examples are used to show understanding. Descriptions are accurate and explanations are supported by relevant facts and examples and may show other ways of knowing.

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Criterion B: Concepts - 10th Grade	The student does not reach a standard described by any of the descriptors below.	Application of concepts is inappropriate . The student may demonstrate some conceptual awareness and understanding by recognizing basic connections to the subject matter.	Application of concepts is not always appropriate . The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.	Application of concepts is appropriate but superficial . The student demonstrates conceptual awareness and understanding by describing connections to the subject matter. The student attempts to apply concepts to other situations but is not always successful.	Application of concepts is appropriate and shows some depth . The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.	Application of concepts is appropriate and sophisticated . The student demonstrates conceptual awareness and understanding by explaining in detail connections to the subject matter. The student applies concepts effectively to other situations.
6th grade	The student does not reach a standard described by any of the descriptors below.	Application of concepts is inappropriate. The student may demonstrate some conceptual awareness and understanding by recognizing basic connections to the subject matter.	Application of concepts is not always appropriate. The student demonstrates basic conceptual awareness and understanding by describing basic connections to the subject matter.	Application of basic concepts is appropriate but superficial. The student demonstrates conceptual awareness and understanding by describing connections to the subject matter. The student attempts to apply concepts to other situations but is not always successful.	Application of basic concepts is appropriate and shows some depth. The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.	Application of basic concepts is appropriate. The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.
7th grade	6th grade rubric will be used first semester; 8th grade rubric will be used second semester					
8th grade	The student does not reach a standard described by any of the descriptors below.	Application of concepts is inappropriate. The student may demonstrate some conceptual awareness and understanding by recognizing basic connections to the subject matter.	Application of concepts is not always appropriate. The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.	Application of concepts is appropriate but superficial. The student demonstrates conceptual awareness and understanding by describing connections to the subject matter. The student attempts to apply concepts to other situations but is not always successful.	Application of concepts is appropriate and shows some depth. The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.	Application of concepts is appropriate. The student demonstrates conceptual awareness and understanding by explaining in some detail connections to the subject matter. The student applies concepts effectively to other situations.

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Criterion C: Skills	The student does not reach a standard described by any of the descriptors below.	The student can select and use some relevant information. The student displays minimal analytical skills . The student's arguments, decisions or judgments are not always relevant , or may be absent . The student attempts to carry out investigations, demonstrating few skills .	The student selects and uses mostly relevant information. The student's work lacks the required depth in analysis . The student makes some relevant arguments, decisions or judgments through these are unsupported . The student demonstrates basic investigative skills.	The student selects and uses relevant information. Work shows satisfactory evidence of analysis . Arguments, decisions and judgments are supported and balanced but superficial . The student demonstrates adequate investigative skills.	The student selects and uses a range of relevant information. Work shows a good level of critical analysis . Arguments, decisions and judgments are well supported and balanced . The student demonstrates effective investigative skills.	The student selects and uses a wide range of relevant information. Work shows a high level of critical analysis . Arguments, decisions and judgments are fully supported and well balanced . The student demonstrates sophisticated investigative skills.
6th grade	The student does not reach a standard described by any of the descriptors below.	The student can select and use some relevant information. The student displays minimal analytical skills. The student's arguments, decisions or judgments are not always relevant, or may be absent. The student attempts to carry out investigations, demonstrating few skills.	Application of concepts is not always appropriate. The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.	The student selects and uses relevant information. Work shows basic evidence of analysis. Arguments, decisions and judgments are supported and balanced but superficial. The student demonstrates adequate investigative skills.	The student selects and uses relevant information. Work shows a basic level of critical analysis. Arguments, decisions and judgments are supported and balanced. The student demonstrates effective investigative skills.	The student selects and uses relevant information. Work shows a basic level of critical analysis. Arguments, decisions and judgments are supported and balanced. The student demonstrates investigative skills.
7th grade	6th grade rubric will be used first semester; 8th grade rubric will be used second semester					
8th grade	The student does not reach a standard described by any of the descriptors below.	The student can select and use some relevant information. The student displays minimal analytical skills. The student's arguments, decisions or judgments are not always relevant, or may be absent. The student attempts to carry out investigations, demonstrating few skills.	Application of concepts is not always appropriate. The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.	The student selects and uses relevant information. Work shows satisfactory evidence of analysis. Arguments, decisions and judgments are supported and balanced but superficial. The student demonstrates adequate investigative skills.	The student selects and uses relevant information. Work shows a fair level of critical analysis. Arguments, decisions and judgments are well supported and balanced. The student demonstrates effective investigative skills.	The student selects and uses relevant information. Work shows a good level of critical analysis. Arguments, decisions and judgments are thoughtfully supported and balanced. The student demonstrates effective investigative skills.

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Criterion D: Organization and Presentation	The student does not reach a standard described by any of the descriptors below.	The student communicates information that may not always be relevant . The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise . There may be some evidence of documentation.	The student communicates information that is mostly relevant . The student attempts to structure and sequence the work but is not always successful . Presentation and expression are occasionally unclear . Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.	The student communicates information that is always relevant . The student uses structure appropriate to the task and sequences the content logically . Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with occasional errors in adhering to conventions.	The student communicates information that is always relevant . The student organizes information into a well-developed and logical sequence, appropriate to the format required. Presentation and expression are clear, concise and effective , and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention .	
6th grade	The student does not reach a standard described by any of the descriptors below.	The student communicates information that may not always be relevant. The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise. There may be some evidence of documentation.	The student communicates information that is mostly relevant. The student attempts to structure and sequence the work but is not always successful. Presentation and expression are occasionally unclear. Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.	The student communicates information that is relevant. The student uses a structure appropriate to the task and sequences the content logically. Presentation and expression are clear. Sources of information are documented with occasional errors adhering to conventions.	The student communicates information that is always relevant. The student organizes information into a logical sequence. Presentation and expression are clear and concise. All sources of information are documented according to a recognized convention.	
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8th grade	The student does not reach a standard described by any of the descriptors below.	The student communicates information that may not always be relevant. The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise. There may be some evidence of documentation.	The student communicates information that is mostly relevant. The student attempts to structure and sequence the work but is not always successful. Presentation and expression are occasionally unclear. Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.	The student communicates information that is relevant. The student uses structure appropriate to the task and sequences the content logically. Presentation and expression are clear and concise and language style and visual representation is somewhat appropriate. Sources of information are documented, with occasional errors in adhering to conventions	The student communicates information that is always relevant. The student organizes information into a logical sequence. Presentation and expression are clear and concise and language style and visual representation is mostly appropriate. All sources of information are documented according to a recognized convention.	