

Society and Culture Rubric

PLO	4 Exceeding	3 Fully Meeting	2 Meeting	1 Not Yet Meeting
TSWBAT: identify factors that influence the development and decline of world civilizations	All factors are identified, and inferences have been made and are understood and well described	All factors are identified, and the student understands them and how they work	Most of the factors have been identified, and there is a basic understanding of them	Multiple factors are missing, and there is a lack of understanding
TSWBAT: compare daily life, family structures, and gender roles	Comparisons are fully made, and inferences are relevant and add to understanding	Comparisons are made, and it is clear that the students understands the differences	Comparisons are made; there may be a slight lack of understanding	Comparisons are confusing, and it is clear that there is a full lack of understanding
TSWBAT: describe cultural traditions and world religions	Both topics have been addressed, and the inferences make for a greater understanding	Both topics have been addressed, and it is clear the student understands the content	Both topics have been addressed, but some areas are missing information, and there is some confusion	Only one topic has been addressed, and there is a clear misunderstanding
TSWBAT: demonstrate awareness of artistic expression as a reflection of the culture	The student is fully aware and has made inferences to enhance their knowledge	The student is fully aware and has demonstrated their understanding	The student is aware, but there may be some misunderstandings	There are some misunderstandings, and knowledge is lacking
TSWBAT: identify periods of significant cultural achievement	All periods are identified, the understanding runs deep due to inferences	Student has a full understanding of the periods	Student has an understanding of the periods, but there is some confusion	Confusion is evident, and information is lacking
TSWBAT: describe how societies preserve	Student is able to fully describe and goes deeper into the meaning	Student fully describes and understands	Students describes and understands, but some parts may	Descriptions are missing and there is a great misunderstanding

identity, transmit culture, and adapt to change	with inferences		be missing or misinterpreted	
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Politics and Law Rubric

PLO	4 Exceeding	3 Fully Meeting	2 Meeting	1 Not Yet Meeting
TSWBAT: demonstrate understanding of the tension between individual rights and the responsibilities of citizens	Student is fully understands and demonstrates their greater understanding with inferences	Student fully understands and demonstrates their knowledge	Student understands most parts, but their is some knowledge lacking	Student does not understand the content fully, and seems quite confused
TSWBAT: assess the impact of contact, conflict, and conquest	Student fully assesses the impact, and is able to draw conclusions using inferences	Student fully assesses the impact and demonstrates their knowledge	Student assesses the impact, but some parts may be confusing or missing	Student has done some assessment, but it is clear that there is a misunderstanding
TSWBAT: describe various ways individuals and groups can influence legal systems and political structures	Student has described multiple ways, and shows a greater understanding by drawing inferences	Students has described multiple ways, and shows a solid understanding	Student has described different ways, but some parts might be missing or confusing	Student has only described one or two ways, and it is very confusing
TSWBAT: explain the development and importance of government	Student is fully able to explain, and has drawn great conclusions	Student is fully able to explain and show their understanding	Student has explained but some parts may be missing or confusing	Student has not fully explained and many parts are confusing

systems	using inferences			
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Technology Rubric

PLO	4 Exceeding	3 Fully Meeting	2 Meeting	1 Not Yet Meeting
TSWBAT: compare basic economic systems	The student is able to compare and draws solid conclusions using inferences	The student is able to compare and demonstrate their understanding	The student is able to compare, but some parts may be missing or confusing	The student has not really compared and many parts are confusing
TSWBAT: analyze the effect of commerce on trade routes, settlement patterns, and cultural exchanges	The student is able to effectively analyze all effects and has demonstrated their knowledge with inferences.	The student is able to demonstrate their knowledge and analyze effectively.	The student has analyzed the aspects, but some parts may be unclear or missing.	The student has not fully analyzed and their work is confusing.
TSWBAT: compare the changing nature of labour in rural and urban environments	The student is able to compare effectively and goes further by using inferences.	The student has fully compared and demonstrated their knowledge.	The student has compared, but some parts may be unclear or missing.	The student is missing many parts, and it is clear there is a misunderstanding
TSWBAT: describe the impact of technological innovation and science on political, social, and economic structures	The student is fully able to describe and has gone further in to their description by using inferences.	The student is fully able to describe and demonstrate their knowledge.	The student has described, but some parts may be unclear or missing.	The student is missing multiple aspects, and it is clear there is a misunderstanding

Environment Rubric

PLO	4 Exceeding	3 Fully Meeting	2 Meeting	1 Not Yet Meeting
TSWBAT: construct, interpret, and use graphs, tables, grids, scales, legends, and maps	The student has full use of knowledge and goes further by making inferences in to the representations.	The student has demonstrated their full understanding.	The student has demonstrated their knowledge, but some parts may be missing or unclear.	The student is missing multiple aspects and it is clear there is a misunderstanding
TSWBAT: locate and describe major world landforms, bodies of water, and political boundaries	The student is fully able to locate and label all aspects	The student is fully able to locate and label at least 75% of the aspects	The student is able to locate and label 50-75% of the aspects	The student is able to locate and label under 50% of the aspects
TSWBAT: locate and describe historical events	The student is fully able to describe and locate and goes deeper into their knowledge with inferences	The student is fully able to describe and locate historical events	The student is able to describe and locate these events, but some parts may be unclear or missing	The student is missing multiple events, and it is clear there is a misunderstanding
TSWBAT: describe how physical geography influenced patterns of settlement, trade, and exploration	The student is completely able to describe and goes further with inferences	The student is fully able to describe	The student is able to describe, but some parts may be missing or unclear	The student is unable to describe all parts, and it is clear there is a misunderstanding
TSWBAT: analyze how people interacted with and altered their environments	The student is fully able to analyze and goes further with inferences	The student is fully able to analyze	The student is able to analyze, but some parts may be unclear or missing	The student is unable to analyze all aspects, and there is misunderstanding

