

Teaching, Learning, Assessing

for Understanding Across the IB Continuum



IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY

Chris Overhoff & Lou Marchesano
IbAssessing4Understanding@gmail.com



Education is what
remains when we
have forgotten all
that we have
been taught.

~George Savile

What do you
think this
means?

What is the
implication for
how we
design
instruction?

What and
How should
we assess?

Types of Learning Goals:

Acquisition:
Acquire factual information and basic skills

Meaning Making:
Help learners construct meaning (come to understand) of
important ideas and processes

Transfer:
Support learners' ability to transfer their learning
autonomously and effectively in new situations

Which of these do we usually forget and which endure?

Essential Questions: Opening Doors to Student Understanding,
McTighe and Wiggins ASCD 2013 p173-174

Identifying the Enduring Understanding

A concept-driven curriculum helps the
learner to construct meaning through
improved critical thinking and the transfer
of knowledge.

PYP Making it Happen



Identifying the Enduring Understanding

"Understanding is about transfer . . . We are expected to take
what we learned in one lesson and be able to apply it to
other related but different situations. Developing the ability
to transfer one's learning is key to a good education. It is
essential because teachers can only help students learn a
relatively small number of ideas, examples, facts, and skills
in the entire field of study, so we need to help them transfer
their inherently limited learning to many other settings,
issues, and problems."

Understanding by Design, Wiggins & McTighe



PYP

- Social Studies Scope and Sequence:
- 9 – 12 years
- Learning will include the development of the following knowledge, concepts, and skills



Social studies scope and sequence



Criterion C: Thinking critically

Assessment criteria: Year 5

Achievement level	Level descriptor
7-8	The student:

Students should be able to:

- 1 analyse concepts, issues, models and arguments
- 2 analyse and evaluate sources in terms of their purpose, recognize values and limitations
- 3 interpret different perspectives and their implications
- 4 synthesize information in order to make well-supported arguments

Humanities guide
Published from September 2010 January 2011

... concepts, events, issues, models or ...
... a range of sources in terms of their values and limitations ...
... different perspectives and their ...
... valid, well-supported arguments ...
... elements or structure. To identify ...
... reason to reach conclusions ...
... on, event, pattern or process ...
... Judgments about the ideas, works, ...
... criteria ...
... ities. Recognize and state briefly a ...
... nalyze trends and draw conclusions ...
... consideration ...
... understanding ...

Assessment objective 1: Knowledge and understanding

- Recall and select relevant historical knowledge
- Demonstrate an understanding of historical context
- Demonstrate an understanding of historical events
- Understand historical events in their context
- Deploy detailed, in-depth knowledge
- Demonstrate knowledge

Assessment objective 2:

- Apply historical knowledge
- Recognize and explain differences
- Compare and contrast historical events
- Precise summary of evidence

Assessment objective 3:

- Evaluate different approaches
- Evaluate historical sources
- Evaluate and synthesize information
- Develop critical communication
- Synthesize and integrate information
- Precise analysis of evidence

Assessment objective 4:

- Demonstrate the ability to construct arguments (SL/HL paper 2)
- Demonstrate evidence of understanding

History guide
Published from January 2010

... HL, paper 1) ...
... and focus on historical ...
... Explore Educate Create ...
... OF THE AMBULOUS 2010 ...
... NEW ZEALAND 197 - 217 2010 ...

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects



College and Career Readiness Anchor Standards for Reading

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter, scene, or stanza) relate to each other and the whole.
6. Assess how a text's structure and style contribute to its meaning and style.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in electronic form.
8. Deliberately evaluate an argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6, standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting relevant details to a larger analysis of the text or a subject.
2. Determine the central ideas or information of a primary or secondary source; summarize how those ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; summarize how those ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text, assessing how those interactions shape the text's overall meaning and style.
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including vocabulary relevant to its subject and discipline.	4. Interpret words and phrases as they are used in a text, including vocabulary relevant to its subject and discipline.	4. Interpret words and phrases as they are used in a text, including analyzing how an author's choices reflect how to best convey ideas and text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter, scene, or stanza) relate to each other and the whole.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a text's structure and style contribute to its meaning and style.
6. Assess how a text's structure and style contribute to its meaning and style.	6. Assess how a text's structure and style contribute to its meaning and style.	6. Assess how a text's structure and style contribute to its meaning and style.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in electronic form), assessing the credibility and accuracy of each source and assessing how they build on or challenge each other.
8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.		

College and Career Readiness Anchor Standards for Writing

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims with relevant evidence and reasoning that is valid, relevant, and sufficient; analyze relevant information to make a claim, present relevant evidence, and analyze that evidence in terms of its credibility and accuracy; and use that analysis to bring a claim to a conclusion.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct research as well as use media and research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Provide a concluding statement or section that reflects on what you have learned and how it may inform your future research, learning, and actions.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

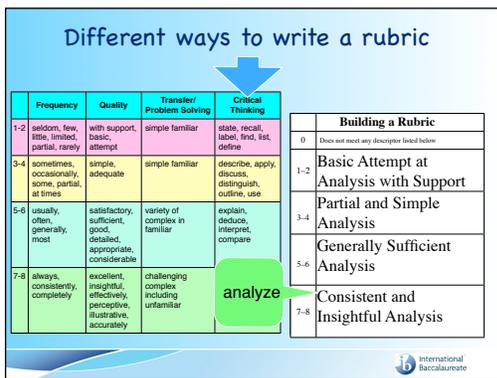
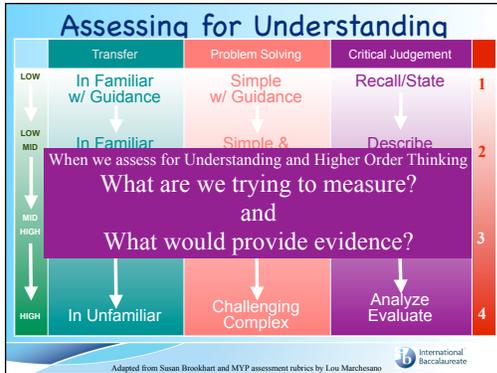
The standards below begin at grade 6, standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
Text Types and Purposes		
1. Write arguments focused on discipline-specific content.	1. Write arguments focused on discipline-specific content.	1. Write arguments focused on discipline-specific content.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically supports the claim(s).	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically supports the claim(s).
b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or issue using specific reasons.	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each claim and counterclaim in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each claim while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims, reasons, and evidence.	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, evidence, and counterclaims.
d. Establish and maintain a formal style and tone appropriate to the discipline and the task.	d. Establish and maintain a formal style and tone appropriate to the discipline and the task.	d. Establish and maintain a formal style and tone appropriate to the discipline and the task.
e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Provide a concluding statement or section that follows from and supports the argument presented.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge		
7. Conduct research as well as use media and research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct research as well as use media and research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct research as well as use media and research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Provide a concluding statement or section that reflects on what you have learned and how it may inform your future research, learning, and actions.	9. Provide a concluding statement or section that reflects on what you have learned and how it may inform your future research, learning, and actions.	9. Provide a concluding statement or section that reflects on what you have learned and how it may inform your future research, learning, and actions.
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Forms of Higher-Order Thinking

- Transfer:** students can apply knowledge and skills developed during learning to new contexts (new to them).
- Critical Thinking:** apply wise judgment or produce a reasoned critique; to reason, reflect, and make sound decisions.
- Problem Solving:** identify and solve problems in their academic work and in life.

Susan Brookhart: *How to Assess Higher Order Thinking Skills in Your Classroom*, ASCD, 2010



MYP & Marzano

A 4 Level Rubric for Student Achievement

Frequency	Quality	Transfer/ Problem Solving	Critical Thinking	Score	Sample Scale for Measuring Learning Over Time Marzano & Associates; Copyright 2004
1-2	seldom, few, little, limited, partial, rarely	with support, basic, attempt	simple familiar	0.0	Even with help the student demonstrates no understanding or skill
3-4	sometimes, occasionally, some, partial, at times	simple, adequate	simple familiar	0.5 (1)	With help, the student demonstrates a partial understanding of some of the simpler details and processes, but not of the more complex ideas and processes
5-6	usually, often, generally, most	satisfactory, sufficient, good, detailed, appropriate, considerable	variety of complex in familiar	1.0 (2)	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes
7-8	always, consistently, completely	excellent, insightful, effectively, perceptive, illustrative, accurately	challenging complex including unfamiliar	1.5 (3)	The student demonstrates partial knowledge of the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes
				2.0 (4)	There are no major errors or omissions regarding the simpler details and processes, and there are major errors or omissions regarding the more complex ideas and processes
				2.5 (5)	There are no major errors or omissions regarding the simpler details and processes, and partial knowledge of the more complex ideas and processes
				3.0 (6)	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught
				3.5 (7)	In addition to Score 3.0 performance, the student demonstrates partial success at inferences and applications that go beyond what was taught
				4.0 (8)	In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

International Baccalaureate

- # DP HISTORY OBJECTIVES
- Assessment objective 1: Knowledge and understanding**
- Recall and select relevant historical knowledge
 - Demonstrate an understanding of historical context
 - Demonstrate an understanding of historical processes: cause and effect; continuity and change
 - Understand historical sources (SL/HL paper 1)
 - Deploy detailed, in-depth knowledge (HL paper 3)
 - Demonstrate knowledge and understanding of a specific historical topic (IA)
- Assessment objective 2: Application and interpretation**
- Apply historical knowledge as evidence
 - Show awareness of different approaches to, and interpretations of, historical issues and events
 - Compare and contrast historical sources as evidence (SL/HL paper 1)
 - Present a summary of evidence (IA)
- Assessment objective 3: Synthesis and evaluation**
- Evaluate different approaches to, and interpretations of, historical issues and events
 - Evaluate historical sources as evidence (SL/HL paper 1 and IA)
 - Evaluate and synthesize evidence from both historical sources and background knowledge (SL/HL paper 1)
 - Develop critical commentary using the evidence base (SL/HL paper 2 and HL paper 3)
 - Synthesize by integrating evidence and critical commentary (HL paper 3)
 - Present an analysis of a summary of evidence (IA)
- Assessment objective 4: Use of historical skills**
- Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments (SL/HL paper 2 and HL paper 3)
 - Demonstrate evidence of research skills, organization and referencing (IA)
- International Baccalaureate

- # MYP HUMANITIES OBJECTIVES
- A Knowing and understanding**
- use humanities terminology in context
 - demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.
- B Investigating**
- formulate a clear and focused research question
 - formulate and follow an action plan to investigate a research question
 - use methods accurately to collect and record information consistent with the research question
 - effectively address the research question.
- C Thinking critically**
- analyse concepts, events, issues, models and arguments
 - analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations
 - interpret different perspectives and their implications
 - synthesize information in order to make valid, well-supported arguments.
- D Communicating**
- communicate information and ideas using an appropriate style for the audience and purpose
 - structure information and ideas in a way that is appropriate to the specified format
 - document sources of information using a recognized convention.
- International Baccalaureate

PYP SOCIAL STUDIES SKILLS (Objectives)

Similar to MYP

- A [Investigating]**
- Formulate and ask questions about the past, the future, places and society

Similar to MYP

- B [Thinking Critically]**
- Use and analyse evidence from a variety of historical, geographical and societal sources
 - Assess the accuracy, validity and possible bias of sources (E)

- C [Application and Interpretation]**
- Orientate in relation to place and time

- D [Knowing/Knowledge and Understanding]**
- Identify roles, rights and responsibilities in society



Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> makes a limited attempt to analyse concepts, events, issues, models or arguments describes some sources in terms of origin and purpose and recognizes some values and limitations identifies different perspectives makes connections between information in a limited attempt to make arguments.
3-4	The student: <ul style="list-style-type: none"> completes a simple analysis of concepts, events, issues, models or arguments completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations identifies different perspectives and their implications makes connections between information to make simple arguments.
5-6	The student: <ul style="list-style-type: none"> completes a satisfactory analysis of concepts, events, issues, models or arguments satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations interprets different perspectives and their implications synthesizes information to make valid arguments.
7-8	The student: <ul style="list-style-type: none"> completes a detailed analysis of concepts, events, issues, models or arguments effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations thoroughly interprets a range of different perspectives and their implications synthesizes information to make valid, well-supported arguments.

Frequency	Quality	Transfer/ Problem Solving	Critical Thinking	Score	Sample Scale for Measuring Learning Over Time Marzano & Associates; Copyright 2004
1-2	seldom, few, little, limited, basic, attempt	with support, simple familiar	state, recall, label, find, list, define	0.5 (1)	With help, the student demonstrates a partial understanding of some of the simpler details and processes, but not of the more complex ideas and processes.
3-4	sometimes, occasionally, some, partial, at times	simple, adequate	describe, apply, discuss, distinguish, outline, use	1.0 (2)	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
5-6	usually, often, generally, most	satisfactory, sufficient, good, detailed, appropriate, considerable	explain, deduce, interpret, compare	1.5 (3)	The student demonstrates partial knowledge of the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
7-8	always, consistently, completely	excellent, insightful, effectively, perceptive, illustrative, accurately	analyze, evaluate, justify, create, design	2.0 (4)	There are no major errors or omissions regarding the simpler details and processes, and there are major errors or omissions regarding the more complex ideas and processes.
				2.5 (5)	There are no major errors or omissions regarding the simpler details and processes, and partial knowledge of the more complex ideas and processes.
				3.0 (6)	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
				3.5 (7)	In addition to Score 3.0 performance, the student demonstrates partial success at inferences and applications that go beyond what was taught.
				4.0 (8)	In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.

PYP SAMPLE General Subject Criteria based on Marzano Scale and MYP Assessment Criteria*	Learning Over Time; Copyright 2004
0 Does not reach any of the descriptions below	states no understanding or
1-2 Student demonstrates a partial understanding of the required knowledge, skills, and concepts of the material learned; the student shows limited understanding of what was taught in class and is able to apply knowledge and skills in a familiar situation with support , with help the student demonstrates partial understanding of the simpler details and processes and some of the more complex ideas and processes.	states a partial understanding of processes, but not of the more
3-4 Student demonstrates understanding of the simple required knowledge, skills, and concepts of the material learned; the student shows some understanding of what was taught in class and is able to apply knowledge and skills in most familiar situations; the student demonstrates understanding of the simpler details and processes and some of the more complex ideas and processes.	states a partial understanding of processes and some of the more
5-6 Student demonstrates good understanding of the required knowledge, skills, and concepts of the material learned; the student understands what was taught in class and is able to apply knowledge and skills in a variety of familiar situations; there are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	knowledge of the simpler are major errors or omissions in and processes.
7-8 Student demonstrates a consistent and thorough understanding of the required knowledge, skills, and concepts of the material learned; the student makes in-depth inferences and applications that go beyond what was taught in class and is able to apply knowledge and skills in a wide variety of situations including the unfamiliar ; the student demonstrates originality and insight and consistently produces work of high quality .	isions regarding the simpler are major errors or omissions in and processes.
	isions regarding the simpler knowledge of the more

PYP Summative Rubric: Understanding of Central Ideas	Learning Over Time; Copyright 2004
0 Does not reach any of the descriptions below	states no understanding or
1-2 Summative assessment task: What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for? You are the leader of a group of people. As the leader, it is your job to persuade them to migrate to a new area. You will need to include/explain : <ul style="list-style-type: none"> At least 2 challenges in your current location The area you will migrate to At least 2 reasons you should all migrate there At least 3 opportunities that will be available that are not currently available where you live now You may choose how to persuade them (speech, power point, iMovie, etc.)	states a partial understanding of processes, but not of the more
	states a partial understanding of processes and some of the more
	knowledge of the simpler are major errors or omissions in and processes.
	isions regarding the simpler are major errors or omissions in and processes.
	isions regarding the simpler knowledge of the more

- PYP Social Studies Skills B & E [Thinking Critically]
- Use and analyse evidence from a variety of historical, geographical and societal sources
 - Assess the accuracy, validity and possible bias of sources (E)

PYP Social Studies Rubric: Thinking Critically	
Does not reach any of the descriptions below.	
1-2	<ul style="list-style-type: none"> • Student demonstrates a partial understanding of the required knowledge, skills, and concepts of the material learned. • Student shows limited understanding of what was taught in class and is able to apply knowledge and skills in a familiar situation with support. • Student demonstrates partial understanding of the simpler details and processes and some of the more complex ideas and processes with support.
2	<ul style="list-style-type: none"> • Student demonstrates understanding of the simple required knowledge, skills, and concepts of the material learned. • Student shows some understanding of the more complex ideas and processes and is able to apply knowledge and skills in most familiar situations. • Student demonstrates understanding of the simpler details and processes and some of the more complex ideas and processes.
3	<ul style="list-style-type: none"> • Student demonstrates good understanding of the required knowledge, skills, and concepts of the material learned. • Student understands what was taught in class and is able to apply knowledge and skills in a variety of familiar situations. • There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
4	<ul style="list-style-type: none"> • Student demonstrates comprehensive and thorough understanding of the required knowledge, skills, and concepts of the material learned. • Student makes in-depth inferences and applications that go beyond what was taught in class and is able to apply knowledge and skills in a wide variety of situations including the unfamiliar. • Student demonstrates originality and insight and consistently produces work of high quality.

IB DP HIST		Synthesis and Evaluation	
KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> • Recall and select relevant historical knowledge • Demonstrate an understanding of historical • Demonstrate an understanding of historical • Understand historical sources (SL, HL, paper) • Deploy detailed, in-depth knowledge (HL, paper) • Demonstrate knowledge and understanding 	0	The student does not reach a standard described by any of the descriptors below.	
APPLICATION AND INTERPRETATION <ul style="list-style-type: none"> • Apply historical knowledge as evidence • Show awareness of different approaches to • Compare and contrast historical sources in • Present a summary of evidence (IA) 	1-2	<ul style="list-style-type: none"> • Discuss different approaches to, or interpretations of, historical issues and events • Describe historical sources as evidence • Present evidence from both historical sources and background knowledge 	
SYNTHESIS AND EVALUATION <ul style="list-style-type: none"> • Evaluate different approaches to, and interpret • Evaluate historical sources as evidence (SL, paper 1) • Evaluate and synthesize evidence from both 	3-4	<ul style="list-style-type: none"> • Explain different approaches to, or interpretations of, historical issues and events • Explain historical sources as evidence • Synthesize evidence from both historical sources and background knowledge 	
SYNTHESIS AND EVALUATION <ul style="list-style-type: none"> • Evaluate different approaches to, and interpretations of, historical issues and events • Evaluate historical sources as evidence • Evaluate and synthesize evidence from both historical sources and background knowledge 	5-6	<ul style="list-style-type: none"> • Evaluate a range of different approaches to, and interpretations of, historical issues and events • Analyse historical sources as evidence • Evaluate and synthesize evidence from both historical sources and background knowledge 	

- We have
- Identified our enduring understanding and concepts
 - Explained our context/reason for learning
 - Developed authentic assessments for evidence of understanding
 - Scored student 'performances' in terms of higher order thinking using scaled rubrics

Now, what do we do with scores and how do we determine current level of achievement against specified criteria (criterion-related)?



Criteria-Related Scoring		Student Y	
Individuals and Society	Criteria		
Knowing & Understanding	A	1	4
Investigating	B	2	5
Critical Thinking	C	3	4
Communicating	D	1	3
TOTAL		16	12.6

MYP Humanities Assessment Criteria				
Assessment criteria	Levels of achievement	Student X	Student Y	Student Z
Criterion A: Knowing and Understanding	0-8	2	4	7
Criterion B: Investigating	0-8	3	5	8
Criterion C: Thinking Critically	0-8	2	4	7
Criterion D: Communicating	0-8	1	3	8
TOTAL POSSIBLE SCORE	32	8	16	30

