

Dissent and Rebellion Rubric

	Exemplary 7-8	Accomplished 5-6	Developing 4-3	Beginning 2-1
Investigation (Research Process)	<ul style="list-style-type: none"> • Use of the note-taking template to record information (point form and paraphrase) • Locates and records relevant and credible information from a range of sources (three or more). 	<ul style="list-style-type: none"> • Use of the note-taking template to record information (mostly own words, point form). • Locates and records some relevant and credible information from sources (two or three) 	<ul style="list-style-type: none"> • Partial use of the note-taking template to record information (some reliance on original source). • Locates and records some relevant information from sources (two) 	<ul style="list-style-type: none"> • Limited use of note taking template record information (too much reliance on original source). • Locates and records limited (one source) information from a source; not always relevant to task
Knowledge (Content & Accuracy)	<ul style="list-style-type: none"> • The content is accurate. No factual errors. Specific detail is supplied. • Student has addressed all specified content requirements. • Detailed knowledge and understanding 	<ul style="list-style-type: none"> • Most content is accurate. Some specific details are supplied. • Most aspects of specified content requirements are addressed. • Good knowledge and understanding 	<ul style="list-style-type: none"> • Content is generally accurate but lacks detail or is vague in some aspects. May have inaccurate content. • Some aspects of content requirements covered. • Adequate knowledge and understanding 	<ul style="list-style-type: none"> • Content confusing and contains errors in fact. • Student has not addressed specific required content. • Basic knowledge and understanding
Critical Thinking	<ul style="list-style-type: none"> • Combines details from sources to form a valid, well supported, independent argument. • Draws on a variety of sources (three or more) and considers their bias. 	<ul style="list-style-type: none"> • Combines details from sources to form a valid, solid, and independent argument. • Draws on a range of sources (three) and satisfactorily considers their bias. 	<ul style="list-style-type: none"> • Connects some details from sources to form a simple argument (simple argument). • Draws on two sources and gives simple consideration to their bias. 	<ul style="list-style-type: none"> • Limited attempt to connect sources to form an independent argument. • Draws on one source and gives simple consideration to their bias. •
Communication (Graphic & Delivery)	<ul style="list-style-type: none"> • Consistently documents sources using a recognised convention • Graphic supports topic. Use of text is limited • Volume, pace and clarity enhance understanding of topic. Student relies only somewhat on notes. 	<ul style="list-style-type: none"> • Generally documents sources using a recognised convention • Graphic supports topic. Use of text somewhat limited. • Volume, pace and clarity contribute to understanding of topic. Student relies only somewhat on notes 	<ul style="list-style-type: none"> • Sometimes documents sources using a recognised convent • Graphic supports topic. Too much text. • Volume, pace and/or clarity of voice interfere with understanding of topic. Student relies heavily on notes 	<ul style="list-style-type: none"> • Limited attempt to document sources. Little attention to conventions. • Little or no graphic support. • Little attention to volume, pace, and clarity of voice. Relies on reading nearly every word.