Ecole Alpha Secondary Grade 11

Pro-Growth 2020 Standards Based Assessment Rubric

Curricular Competency	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Sophisticated)
Use Social Studies inquiry processes	Student can write questions, gather	Student can use inquiry processes	Student can use inquiry processes	Student can use inquiry processes	Student can use inquiry processes
and skills to ask questions; gather,	information, and share what they	and skills to choose questions, gather	and skills to create questions, gather	and skills to develop questions,	and skills to build persuasive
interpret, and analyze ideas; and	have learned.	and organize ideas; and recite	and interpret ideas; and discuss	gather and analyze ideas; and	questions, gather and validate ideas
communicate findings and decisions		findings and decisions	findings and decisions	communicate findings and decisions	and debate findings and decisions
Assess the significance of people,	Recognize the significance of people,	Identify the significance of people,	Breakdown and analyze the	Elaborate further upon the	Defend an opinion regarding the
places, events, phenomena, ideas, or	events, phenomena, ideas, or	events, phenomena, ideas, or	significance of people, events,	significance of people, events,	significance of people, events,
developments (significance)	developments	developments	phenomena, ideas, or developments	phenomena, ideas, or developments	phenomena, ideas, or developments
Assess the credibility and justifiability	Student can label different points of	Student can estimate credibility and	Student can prioritize credibility and	Student can discuss credibility and	Student can justify credibility and
of evidence, data, and interpretations	view and interpretations from	outline justifiability from different	justifiability from different sources,	justifiability from different sources,	justifiability from different sources,
(evidence)	different sources and data	sources, evidence, data and interpretations	evidence, data and interpretations	evidence, data and interpretations	evidence, data and interpretations
Compare and contrast continuities	Students can select continuities and	Students can observe where	Students can rank the continuities	Students can determine a	Students can argue the importance
and changes, trends and patterns, or	changes, trends and patterns, or	continuities and changes, trends and	and changes, trends and patterns, or	relationship between the	of the continuities and changes,
similarities and differences for	similarities and differences for	patterns, or similarities and	similarities and differences for	continuities and changes, trends and	trends and patterns, or similarities
different people, places, events,	different people, places, events,	differences occur for different	people, places, events, phenomena,	patterns, or similarities and	and differences for people, places,
phenomena, ideas, or developments	phenomena, ideas, or developments	people, places, events, phenomena,	ideas, or developments	differences for people, places,	events, phenomena, ideas, or
(continuity and change)		ideas, or developments		events, phenomena, ideas, or developments	developments
Assess the short- and long-term	Student can match what caused	Student can rephrase the short and	Student can summarize the short and	Student can speculate alternate short	Student can support their
causes and expected and unexpected	important decisions, actions,	long-term causes of important	long-term causes of important	and long-term causes of important	speculation of alternate short and
consequences of people's actions,	developments or events, to their	decisions, actions, developments or	decisions, actions, developments or	decisions, actions, developments or	long-term causes of important
events, phenomena, ideas, or	expected or unexpected	events, to their expected or	events, to their expected or	events, to their expected or	decisions, actions, developments or
developments (cause and	consequences	unexpected consequences	unexpected consequences	unexpected consequences	events, and their expected or
consequence)					unexpected consequences
Infer and explain different	Student can tell that different people	Student can indicate more than one	Student can describe more than one	Student can distinguish between	Student can give opinions on more
perspectives on people, places,	have different attitudes and	perspective on past or present	perspective on past or present	more than one perspective on past or	than one perspective on past or
events, phenomena, ideas, or	perspectives, and that these can	people, places, issues or events	people, places, issues or events	present people, places, issues or	present people, places, issues or
developments (perspective)	change			events	events measuring bias in and among
					said events, issues or past and
					present peoples
Make reasoned ethical judgments	Student can share an opinion about	Student can express their ethical	Student can apply their ethical	Student can assess their ethical	Student can debate their ethical
about people, places, events,	actions in the past	judgements about actions in the past	judgements about actions in the past	judgements about actions in the past	judgements about actions in the pas
phenomena, ideas, or developments		or present about people, places,	or present about people, places,	or present about people, places,	or present about people, places,
and determine appropriate ways to		events, phenomena, ideas, or	events, phenomena, ideas, or	events, phenomena, ideas, or	events, phenomena, ideas, or
respond (ethical judgment)		developments and determine	developments and formulate an	developments and model an	developments and can validate an
		appropriate ways to respond	appropriate way to respond	appropriate way to respond	appropriate way to respond