## Standards Based Assessment Rubric

Curricular Compotonov	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Saphisticated)
Curricular Competency				` ' '	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;	information, and <b>share</b> what they	and skills to <b>create</b> questions, gather	and skills to <b>develop</b> questions,	and skills to <b>modify and</b>	and skills to <b>build</b>
gather, interpret, and analyze legal	have learned.	ideas; and <b>discuss</b> findings and	gather and interpret ideas;	eliminate questions, gather	persuasive questions, gather
concepts, issues, and procedures;		decisions	and <b>communicate</b> findings and	and analyze ideas;	and <b>validate</b> ideas;
and communicate findings and			decisions	and <b>summarize</b> findings and	and <b>debate</b> findings and decisions
decisions				decisions	
Assess and compare the significance	Student can <b>choose</b> a significant	Student can <b>identify</b> significant	Student can give examples and	Student can draw correlations	Student can <b>evaluate</b> the significance
and impact of legal systems	impact of a legal system or code	aspects of legal systems or codes	describe significant aspects of legal	between significant legal systems and	and impact of legal systems based on
or codes (significance)			systems and codes	codes <b>organized</b> by common	a <b>criteria valuing</b> important
				important characteristics	characteristics
Assess the justification for differing	Student can <b>select</b> different pieces of	Student can <b>compare</b> a variety of	Student can <b>summarize</b> a variety of	Student can <b>consider</b> a variety of	Student can <b>appraise</b> a variety of
legal perspectives after investigating	legal evidence from a group of	interpretations of legal perspectives	interpretations of legal perspectives	interpretations of legal perspectives	interpretations of legal perspectives
points of contention, reliability of	choices	after considering points of	after considering points of	after considering points of	and <b>measure</b> the value of different
sources, and adequacy of evidence		contention or reliability or adequacy	contention or reliability or adequacy	contention, reliability, and adequacy	points of contention, reliability of
(evidence)		of evidence	of evidence	of evidence	sources and adequacy of evidence
Analyze continuities and changes in	Student <b>recognizes</b> that legal systems	Student can <b>recognize</b> variations and	Student can <b>show</b> variations and	Student can <b>investigate</b> variations	Student can <b>predict</b> variations and
legal systems or codes across	and codes can change in different	distributions of legal systems and	distributions of legal systems and	and distributions of legal codes and	distributions of legal systems and
jurisdictions (continuity and change)	places and times	codes across time and space	codes across time and space	systems across time and space	codes across time and space based
					on trends
Assess the development and impact	Student can <b>state how</b> legal systems	Student can <b>relate how</b> legal systems	Student can link particular legal	Student can interpret how legal	Student can give multiple reasons
of legal systems or codes	and codes impact society	and codes influence human practices	systems and codes to specific	systems and codes influence human	why legal systems and codes
(cause and consequence)		and outcomes	influences on human practices and	practices and outcomes	influence human practices and
			outcomes		outcomes
	Student can <b>identify</b> an important	Student can give examples of	Student can <b>connect</b> important	Student can <b>classify</b> important	Student can <b>appraise</b> important legal
Explain and infer multiple	perspective on a legal system	important perspectives that are	perspectives of legal systems and	perspectives of legal systems or	perspectives to <b>judge why</b> they are
perspectives on legal systems or		worthy of attention about legal	codes to <b>illustrate why</b> they are	aspects to <b>examine why</b> those	worthy of attention or recognition
codes (perspective)		systems or codes	worthy of attention or recognition	systems are worthy of attention or	
				recognition	
	Student can <b>discuss</b> controversial	Student can recall ethical judgements	Student can <b>summarize</b> ethical	Student can <b>compare</b> ethical	Student can <b>create</b> ethical
Make reasoned ethical judgments	legal systems or codes in the past or	made about legal systems or codes in	judgements made about legal	judgements made about legal	judgements made about legal
about legal systems or codes	present and what we should do	the past or present and state	systems and codes in the past or	systems in the past or present	systems or codes in the past or
(ethical judgment)	about them.	whether we have a responsibility to	present and <b>explain</b> whether we	and <b>establish</b> whether we have a	present and <b>defend</b> whether we have
		respond	have a responsibility to respond	responsibility to respond	a responsibility to respond
	Student can <b>discuss</b> controversial	Student can <b>recall</b> ethical judgements	Student can <b>summarize</b> ethical	Student can <b>compare</b> ethical	Student can <b>create</b> ethical
	decisions, legislation and policy in the	made about controversial decisions,	judgements made about	judgements made about	judgements made about
Make reasoned ethical judgments	past or present and what we should	legislation, or policy and <b>state</b>	controversial decisions, legislation, or	controversial decisions, legislation, or	controversial decisions, legislation, or
about controversial decisions,	do about them.	whether we have a responsibility to	policy in the past or present	policy in the past or present	policy in the past or present
legislation, or policy (ethical		respond	and <b>explain</b> whether we have a	and <b>establish</b> whether we have a	and <b>defend</b> whether we have a
judgment)			responsibility to respond	responsibility to respond	responsibility to respond