Pro-Growth 2020 Standards Based Assessment Rubric

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Curricular Competency	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Sophisticated)
Use geographic inquiry processes and	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
skills to ask questions; gather,	information, and share what they	and skills to create questions, gather	and skills to develop questions,	and skills to modify and	and skills to build
interpret, and analyze data and ideas;	have learned.	ideas; and discuss findings and	gather and interpret ideas;	eliminate questions, gather	persuasive questions, gather
and communicate findings and		decisions	and communicate findings and	and analyze ideas;	and validate ideas;
decisions			decisions	and summarize findings and	and debate findings and decisions
				decisions	
Assess the significance of places by	Student can choose a significant	Student can identify significant	Student can give examples of	Student can draw correlations	Student can evaluate the significance
identifying the physical and/or	place and recall physical and/or	places based on their physical and/or	significant places and describe places	between significant places organized	of places based on a criteria valuing
human features that characterize	human features about that place	human characteristics	based on their physical and/or	by common important physical	important physical and/or human
them (sense of place)			human characteristics	and/or human characteristics	characteristics
Assess a variety of interpretations of	Student can select different pieces of	Student can compare a variety of	Student can summarize a variety of	Student can consider a variety of	Student can appraise a variety of
geographic evidence after	geographic evidence from a group of	interpretations of geographic	interpretations of geographic	interpretations of geographic	interpretations of geographic
investigating different perspectives,	choices	evidence after considering	evidence after considering	evidence after considering	evidence and measure the value of
reliability of sources, and adequacy of		perspectives or reliability or	perspectives and/or reliability and/or	perspectives, reliability, and	different perspectives, reliability of
evidence (evidence and		adequacy of evidence	adequacy of evidence	adequacy of evidence	sources and adequacy of evidence
interpretation)					
Draw conclusions about the variation	Student recognizes that geographic	Student can recognize variations and	Student can show variations and	Student can investigate variations	Student can predict variations and
and distribution of geographic	phenomena can change in different	distributions of geographic	distributions of geographic	and distributions of geographic	distributions of geographic
phenomena over time and space	places and times	phenomena across time and space	phenomena across time and space	phenomena across time and space	phenomena across time and space
(patterns and trends)					based on trends
Evaluate how particular geographic	Student can state how things	Student can relate how geographic	Student can link particular	Student can interpret how	Student can give multiple reasons
actions or events influence human	happening in the world are related to	actions influence human practices	geographic actions to specific	geographic actions influence human	why geographic actions influence
practices or outcomes (geographical	what humans do	and outcomes	influence human practices and	practices and outcomes	human practices and outcomes
value judgments)			outcomes		
Evaluate features or aspects of	Student can identify important	Student can give examples of	Student can connect important	Student can classify important	Student can appraise important
geographic phenomena or locations	geographic features from around the	important geographic features or	geographic features or aspects to	geographic features or aspects to	geographic features or aspects to
to explain what makes them worthy	world	aspects of geographic phenomena or	illustrate why geographic	examine why geographic	judge why geographic phenomena or
of attention or recognition		locations that are worthy of attention	phenomena or locations are worthy	phenomena or locations are worthy	locations are worthy of attention or
(geographical importance)			of attention or recognition	of attention or recognition	recognition
Identify and assess how human and	Student can match human and	Student can show that human factors	Student can compare and contrast	Student can apply how human and	Student can justify how human and
environmental factors and events	environmental factors that affect	or events can influence	how human and environmental	environmental factors influence each	environmental factors influence each
influence each other (interactions	each other	environmental factors or	factors influence each other	other.	other
and associations)		environmental factors can influence			
		human factors			
Make reasoned ethical judgments	Student can discuss controversial	Student can recall ethical judgements	Student can summarize ethical	Student can compare ethical	Student can create ethical
about controversial actions in the	actions in the past or present and	made about controversial actions in	judgements made about	judgements made about	judgements made about
past or present, and determine	what we should do about them.	the past or present and state	controversial actions in the past or	controversial actions in the past or	controversial actions in the past or
whether we have a responsibility to		whether we have a responsibility to	present and explain whether we	present and establish whether we	present and defend whether we have
respond (geographical value		respond	have a responsibility to respond	have a responsibility to respond	a responsibility to respond
judgments)					