Ecole Alpha Secondary School Social Justice 12

Standards Based Assessment Rubric (curricular competencies)

Curricular Competency	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Sophisticated)
Use Social Studies inquiry processes and skills	Student can write questions,	Student can use inquiry	Student can use inquiry processes	Student can use inquiry processes	Student can use inquiry processes
to ask questions; gather, interpret, and	gather information,	processes and skills	and skills to develop questions,	and skills to modify and	and skills to build
analyze legal concepts, issues, and	and share what they have	to create questions, gather	gather and interpret ideas;	eliminate questions, gather	persuasive questions, gather
procedures; and communicate findings and	learned.	ideas; and discuss findings and	and communicate findings and	and analyze ideas;	and validate ideas;
decisions		decisions	decisions	and summarize findings and	and debate findings and decisions
				decisions	
Assess and compare the significance and	Student can choose a	Student can identify significant	Student can give examples and	Student can rank important	Student can evaluate the
impact of people, places, events, or	significant impact of a social	aspects of social justices issues	describe significant aspects of	people, places, or developments	significance and impact of social
developments at particular times and places,	justice issues		social justice issues	connected to a social injustice	injustices or actions to correct them
and determine what is revealed about issues					based on criteria valuing important
of social justice in the past and present.					characteristics
(significance)					
Assess the justification for competing	Student can select different	Student can compare a variety	Student can summarize a variety	Student can consider a variety of	Student can appraise a variety of
accounts after investigating points of	pieces of evidence from a	of interpretations of a social	of interpretations of a social	interpretations of social justice	interpretations of social justice
contention, reliability of sources, and	group of choices	justice issue after considering	justice issue after considering	issues after considering points of	issues and measure the value of
adequacy of evidence, including data		points of contention or	points of contention or reliability	contention, reliability,	different points of contention,
		reliability or adequacy of	or adequacy of evidence	and adequacy of evidence	reliability of sources and adequacy
(evidence)		evidence			of evidence
Compare and contrast continuities and	Student recognizes that social	Student	Student can show variations and	Student can investigate variations	Student can analyze variations and
changes for different groups and individuals	justice issues can change in	can recognize variations and	distributions of social justice	and distributions of social justice	distributions of social justice issues
at different times and places (continuity and	different places and times	distributions of social justice	issues across time and space	issues across time and space	across time and space based on
change)		issues across time and space			trends
Determine and assess the long- and short-	Student can state	Student can relate how various	Student can link particular factors	Student can interpret how	Student can identify
term consequences, and the intended and	how various factors impact	factors influence social justice	and/or systems to specific social	various factors impact social	and evaluate the most important
unintended consequences, of an event,	social justice issues	issues	justice issues/outcomes	justice issues/outcomes.	causes (factors) or consequences of
legislative and judicial decision, development,					social justice issues
policy, or movement (cause and					
consequence)					
	Student can identify an	Student can give examples of	Student can connect important	Student can classify important	Student can appraise important
Explain and infer perspectives on past and	important perspective on a	important perspectives that are	perspectives on social justice	perspectives on social justice	perspectives on social justice issues
present people, places, issues and events,	social justice issue	worthy of attention about	issues to illustrate why they are	issues to examine why those	to judge why they are worthy of
and distinguish between worldviews of the		social justice issues	worthy of attention or recognition	systems are worthy of attention	attention or recognition
past or present(perspective)				or recognition	
	Student	Student can recall ethical	Student can summarize ethical	Student can compare ethical	Student can create ethical
Make reasoned ethical judgments about	can discuss controversial	judgements made about social	judgements made about social	judgements made about social	judgements about social justice
controversial actions in the past or present	actions in the past or present	justice issues in the past or	justice issues in the past or	justice issues in the past or	issues in the past or present
after considering the context and standards	and what we should do about	present and state whether we	present and explain whether we	present and establish whether we	and defend whether we have a
of right and wrong	them.	have a responsibility to	have a responsibility to respond	have a responsibility to respond	responsibility to respond
(ethical judgment)		respond			

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