

Rubric: The Mater Times : Reporting back on Kiribati

To investigate Kiribati in relation to the UN Sustainable Development Goals

Criteria	8-7	6-5	4-3	2-1	0-0
Criterion A: Knowing and understanding					
	The student: i. consistently uses a range of terminology accurately ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.	The student: i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student: i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	The student: i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student does not reach a standard described by any of the descriptors below.
TSC	The student: - consistently uses a range of terminology accurately, and explains any complex terms. - demonstrates detailed knowledge and understanding of Kiribati's progress and challenges through developed and accurate descriptions, explanations and examples. - consistent and detailed references to the UN Global Goals for Sustainable Development.	The student: -uses a considerable range of terminology accurately, and explains any complex terms. -demonstrates substantial knowledge and understanding of Kiribati through accurate descriptions, explanations and examples. -Substantial references to the UN Global Goals.	The student: -uses some terminology accurately -demonstrates satisfactory knowledge and understanding of Kiribati through simple descriptions, explanations and examples. -Some references to the UN Global Goals but further exploration is required.	The student: -makes limited use of terminology -demonstrates basic knowledge and understanding of Kiribati through limited descriptions and/or examples. - Minimal reference to the UN Global Goals.	Not shown
Criterion B: Investigating					
	The student: i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and	The student: i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a	The student: i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a	The student: i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow	The student does not reach a standard described by any of the descriptors below.

	record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results.	sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results.	partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results.	a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way.	
TSC	The student: - designed at least 10 questions which foster detailed and well rounded research of Kiribati. - attached her original set of questions. - collected and recorded information effectively during the research process.	The student: - designed at least 10 questions which foster well rounded research of Kiribati, with guidance. - attached her original set of questions. -collected and recorded information during the research process.	The student: - designed relevant questions which foster research of Kiribati, with guidance. - attached her original set of questions. -collected and recorded information during the research process.	The student: -designed questions which demonstrate minimal research of Kiribati. -collected and recorded limited information during the research process.	Not shown
Criterion C: Communicating					
	The student: i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.	The student: i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.	The student does not reach a standard described by any of the descriptors below.
	-The journalistic document consistently follows an effective structure. -There is consistent evidence of research throughout the document. -A correctly referenced	-The document mostly follows an effective structure. -There is evidence of research throughout the document.	-The document follows a satisfactory structure. -There is some evidence of research throughout the document.	-The document demonstrates an effective structure. -There is little to no evidence of	Not shown

TSC	Bibliography (Harvard style) is presented with relevant sources provided. -Bibliography is annotated with all sources thoroughly evaluated according to the CRAAP test.	-A correctly referenced Bibliography (Harvard style) is presented with mostly relevant sources provided. -Bibliography is annotated with most sources evaluated according to the CRAAP test.	-A Bibliography is provided but it needs to be correctly referenced. -Some sources in the Bibliography have been evaluated according to the CRAAP test.	research throughout the document. -A correctly referenced Bibliography is not provided. -Sources in the Bibliography have not been evaluated to an adequate standard.	
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Criterion D: Thinking critically

	The student: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations iv. clearly recognizes different perspectives and consistently explains their implications.	The student: i. completes a substantial analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing values and limitations iv. clearly recognizes different perspectives and describes most of their implications.	The student: i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some values and limitations iv. recognizes different perspectives and suggests some of their implications.	The student: i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data iv. identifies different perspectives.	The student does not reach a standard described by any of the descriptors below.
TSC	-The student consistently communicates relevant information throughout their journalistic document. -Thorough discussion and justification of Kiribati's progress and challenges with clear references to the Global Goals.	-The student mostly communicates relevant information throughout their journalistic document. -Good discussion and justification of progress and challenges with some references to the Global Goals.	-The student sometimes communicates relevant information. -Satisfactory discussion and justification presented. Further links need to be made to the Global Goals.	-The student communicates irrelevant information throughout their journalistic document. -Minimal discussion and justification of the challenges facing Kiribati and the Global Goals.	Not shown