**Assessment Rubric - Contemporary China Unit**

**Description of the Task:**

Students will create a video presentation in groups of 4-5 that deals with the question “Does China Need Democratic Reform?”

Each group will take a particular perspective and explain:

•Why China does or does not need democratic reform? Discuss this in at least three of the following different areas? (society - the One Child Policy; politics and economics; the environment)

•How much democratic reform is necessary in these areas and why?

•Are there any positive or negative consequences for China if there is democratic reform in these areas?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Achievement Level**  **Descriptor** | **1 – 2** | **3 – 4** | **5 – 6** | **7 – 8** |
| **Criterion A:**  **Knowing and Understanding** | Demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples.  **Historical** context is not given. | Demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples.  **Historical** context is limited. | Demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples.  **Historical** context is clear. | Demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples.  **Historical** context is clear. |
| **Criterion B: Investigating** | Collects and records limited information, not always in line with the research question.  Limited **Social, economic and environmental** factors are given. | Uses a method or methods to collect and record some information in line with the research question.  **Some social, economic and environmental** factors are explained accurately. | Uses methods to collect and record appropriate information in line with the research question.  **Most of the social, economic and environmental** factors are explained accurately. | Uses methods accurately to collect and record appropriate and varied information in line with the research question.  **All social, economic and environmental** factors are explained accurately. |
| **Criterion C:**  **Critical Thinking** | M**akes a limited attempt** to analyse concepts, events, issues, models or arguments.  **Describes some** sources in terms of origin and purpose and recognizes **some** values and limitations.  **Identifies** different perspectives.  Makes connections between information **in a limited attempt** to make arguments.  Limited reasons **for** or **against** communist/democracy are clearly stated. | Completes a **simple** analysis of concepts, events, issues, models or arguments. Completes a **simple analysis** and/or **evaluation** of some sources in terms of origin and purpose, recognizing values and limitations. **Identifies** different perspectives and their implications. Makes connections between information to make **simple** arguments.  Reasons **for** or **against** communist/democracy are clearly stated. | Completes a **satisfactory** analysis of concepts, events, issues, models or arguments.  **Satisfactorily analyses** and/or **evaluates a range** of sources in terms of origin and purpose, recognizing values and limitations. **Interprets** different perspectives and their implications. Synthesizes information to make **valid** arguments.  Reasons **for** or **against** communist/democracy are clearly stated. | Completes a **detailed** analysis of concepts, events, issues, models or arguments.  **Effectively analyses** and **evaluates a range** of sources in terms of origin and purpose, recognizing values and limitations. **Thoroughly interprets a range of** different perspectives and their implications. Synthesizes information to make **valid, well- supported** arguments.  Reasons **for** or **against** communist/democracy are clearly stated. |
| **Criterion D: Communicating** | Tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose.    Tries in a limited way to structure information according to the task.  **Visuals** (photos, role plays, videos) and **sound** (language used, music narration is clear)  instructions | Communicates information and ideas in a style that is sometimes appropriate to the audience and purpose.    Structures information sometimes according to the task instructions.  **Visuals** (photos, role plays, videos) and **sound** (language used, music narration is clear) | Communicates information and ideas in a style that is often appropriate to the audience and purpose.    Structures information often according to the task instructions.  **Visuals** (photos, role plays, videos) and **sound** (language used, music narration is clear) | Communicates information and ideas in a style that is completely appropriate to the audience and purpose.    Structures information and ideas completely according to the task.  **Visuals** (photos, role plays, videos) and **sound** (language used, music narration is clear)  instructions |