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|  | **EMERGING** | **DEVELOPING** | **PROFICIENT** | **EXTENDING** |
| General Proficiency Scale | The student demonstrates initial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. |
| Evidence and Interpretation | Able to show evidence of consulting a limited number of **academic sources**.  Able to attempt or show understanding of the purpose of a working **bibliography**.  Able to attempt or show understanding **of research notes.** Student gathered information that lacked relevance. | Able to show evidence of consulting a limited number of **academic sources**.  Able to attempt a working **bibliography**.  Able to submit limited **research notes.** Student gathered information with limited relevance. | Able to show evidence of consulting a high number of **academic sources**.  Able to submit a working **bibliography** that mostly matches the prescribed format.  Able to submit good quality **research notes** that address the topic. | Able to show evidence of consulting a high number of a variety of **academic sources.** Able to recognize different styles of bibliography.  Able to complete working **bibliography** exactly according to the prescribed format. Submits highly detailed **research notes** written in own words that address the topic. |
| Analysis | Student demonstrates initial understanding of synthesizing data. Student is not able to put information in own words. | Student demonstrates initial understanding of synthesizing data. Student attempts **paragraphs** in own words. | Student is able to synthesize data into clear, well supported, basic **paragraphs**. | Student is able to synthesize data into clear, well supported high-quality **paragraphs**. |
| Ethics and Decision-Making | Student demonstrates initial understanding of applying an **ethical judgement**. | Student can appropriately apply basic **ethical judgement,** without supporting detail. | Students can appropriately apply **ethical judgment**, with basic supporting detail. | Students can appropriately apply **ethical judgment** , with high-quality, diverse supporting detail. |
| Communication and Justification | Student attempts a 2 minute **speech**, in front of the class, with assistance. Student attempts eye contact with audience members and attempts to speak in a loud, clear voice. | Student attempts a 2 minute **speech**, in front of the class, unassisted. Student attempts eye contact with audience members and attempts to speak in a loud, clear voice. | Student conducts a 2 minute **speech**, in front of the class, unassisted. Student makes good eye contact with audience members and speaks in a loud, clear voice. | Student conducts a 2 minute **speech**, in front of the class, unassisted. Student is able to maintain consistent eye contact with audience members and speaks in a loud, clear voice. |