

Core Content Knowledge Rubric

Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic disciplines.

| Criteria | Exemplary | Competent | Marginal | Unsatisfactory |
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| <i>Context</i> --Relates to how students demonstrate, situate, or bring together knowledge using the appropriate frame of reference within "the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events." | Student work demonstrates a thorough/deep understanding of what the context is and how it reflects and/or influences their work | Student work demonstrates an awareness of context and can differentiate, compare and contrast to better understand the context. | Student work demonstrates awareness of context at a superficial level. | Student work is general with limited or no awareness of the context. |
| <i>Evidence</i> --relates to students' use of sources of information, which may include evidence produced by original student work, reasoning, existing non-peer reviewed and peer-reviewed summaries of evidence | Students fully integrate multiple contextually appropriate and relevant sources, including sources from differing perspectives, that they have evaluated for accuracy/validity and for bias. | Students integrate multiple contextually appropriate and relevant sources that they have evaluated for accuracy/validity and can identify potential bias inherent in each source. | Students include more than one contextually appropriate source that they have evaluated for accuracy/validity and describes relevance of the sources. | Students are missing sources of evidence or include , at most, one source of information appropriate to the context of the assignment, that they have evaluated for accuracy/validity. |

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| Demonstration of knowledge progression and personal connection to material --relates to the separating of any material or abstract entity into its constituent elements and studying the nature of this in application to one's own learning and relationships to the field | Students are able to articulate why their perspective matters and how it impacts the greater whole using an appropriate lens. | Students are able to distinguish how one or more parts work in relation to the greater whole using an appropriate lens. | Students are able to identify the component parts of something complex with vague connections to the whole. | Students are unable to identify the component parts of a complex whole. |
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