**Generic Rubric for Assessing Action**

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|  | **Exceeds**  **Expectation** | **Meets**  **Expectation** | **Approaching**  **Expectation** | **Below**  **Expectation** |
| **Understanding of the Central Idea** | Action shows direct application of student’s understanding of the central idea.  Understanding is above grade level expectation. | Action shows direct application of student’s understanding of the central idea. |  |  |
| **Scope of Action** | Action makes a significant difference in students’ own life or that the lives of others.  (Ex. changing behavior greatly, persuading a local business to change their policies) | Action makes a meaningful difference in students’ own life or that the lives of others.  (Ex. collecting own data, creating a video that raises awareness.) | Action makes some difference in students’ own life or that the lives of others.  (Ex. bringing in a resource from home) | Action makes little or no difference in students’ own life or that the lives of others.  (Running a bake sale) |

**Note:** Many rubrics that assess action also assess other essential elements of the PYP depending on the focus of the unit.

Examples: Student shows commitment by creating and following through with an action plan

Action shows student’s understanding of causation.