

Renaissance Worldviews Rubric

Task

Students present a labelled model or report on Renaissance worldviews.

Curriculum Alignment

This rubric assesses the following outcomes:

- 8.2.1: Appreciate how Renaissance Europe formed the basis for the worldview of the Western world ([Outcome](#))
- 8.2.3: Recognize how beliefs and values are shaped by time, geographic location and societal context ([Outcome](#))
- 8.2.2: Demonstrate a willingness to consider differing beliefs, values and worldviews ([Outcome](#))
- 8.2.4: Examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance ([Outcome](#))

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Understanding of Renaissance Worldviews	Identifies one or two basic features of Renaissance thought with limited accuracy or detail.	Describes several features of Renaissance worldviews, including some humanist ideas or cultural shifts.	Explains how Renaissance worldviews differed from medieval perspectives and identifies key influences on Western thought.	Analyzes how multiple Renaissance ideas (humanist, artistic, scientific, political) interconnected to shape Western worldviews.
Identification of Shaping Factors	Names one factor (trade, geography, or thinkers) with minimal explanation of its role.	Identifies two or three factors that influenced Renaissance worldviews with basic explanations.	Explains how at least three factors (geography, trade, exploration, or thinkers) shaped Renaissance worldviews and their effects.	Evaluates how interconnected factors (geography, trade, exploration, philosophy) combined to transform European thought and identity.
Consideration of Multiple Perspectives	Shows awareness that different groups held different views but does not explore them.	Describes beliefs or values of two different groups or time periods during the Renaissance.	Compares worldviews of different Renaissance groups and explains how context shaped their beliefs and values.	Analyzes how geographic location, social status, and time period created competing worldviews and examines their lasting impact.
Organization and Labelling	Model or report is incomplete or poorly organized; labels are missing or unclear.	Model or report is organized with most labels present; some connections between ideas are shown.	Model or report is clearly organized with accurate labels; ideas are connected logically and presented in sequence.	Model or report is well-structured with precise labels, clear visual or written hierarchy, and explicit connections between worldview elements.

Scoring

Add the level achieved in each criterion. A student working at Proficient across all four criteria earns a score of 12. A student at Exemplary across all four earns a score of 16 with distinction. Use the following scale to convert total points to a letter grade or percentage:

- 16 points: Exemplary (A)
- 12 to 15 points: Proficient (B)
- 8 to 11 points: Developing (C)
- 4 to 7 points: Beginning (F)

Alternatively, report each criterion separately to show growth across multiple dimensions.

Notes for the Teacher

- **Consistency on "worldview":** A worldview is a set of beliefs and values about the world. Expect students to name specific ideas (humanism, individual worth, artistic expression, exploration) rather than vague references to "thinking differently." Check that labels or descriptions actually connect to worldviews, not just historical events.
- **Geography and context matter:** When students explain shaping factors, look for evidence that they understand how location (Mediterranean trade routes, city-states) and time period (recovery from plague, printing press) influenced what people believed. Avoid accepting "trade happened" without a link to changed thinking.
- **Differing perspectives need specificity:** Students often claim "people disagreed" without naming who disagreed or why. Exemplary work names actual groups (merchants, clergy, artists, scholars) or regions and explains how their circumstances led to different worldviews.
- **Model or report format:** Whether students build a labelled diagram, write a structured report, or create a visual presentation, the criterion applies the same way. The key is that labels clearly identify worldview elements and their relationships are visible to the reader.