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Assessment Rubrics

**Timeline Rubric:** The timeline rubric was created to ensure that all students participating in the group were held accountable and that they had an ample amount of facts and data on their timeline to adequately represent the river civilizations of the Maya, Inca and Aztecs. I felt that the most important parts of the timeline included accurate facts and events with the corresponding date for each event in the correct order. This way, students could begin to understand how the civilization was developed over time and what major events and people contributed to the civilizations development. I also felt it was important that students used the resources available to them to put at least 8-10 events on the timeline for each of the civilizations. Lastly, in order to hold group members accountable for their work within the group I included a section in the rubric about how well groups used their time and discussion to work on their timelines.

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| CATEGORY | **8** | **6** | **4** | **2** |
| **Content/Facts** | Facts were accurate for all events reported on the timeline. | Facts were accurate for almost all events reported on the timeline. | Facts were accurate for most (~75%) of the events reported on the timeline. | Facts were often inaccurate for events reported on the timeline. |
| **Dates** | An accurate, complete date has been included for each event. | An accurate, complete date has been included for almost every event. | An accurate date has been included for almost every event. | Dates are inaccurate and/or missing for several events. |
| **Resources** | The timeline contained at least 8-10 events related to the topic being studied. | The timeline contained at least 6-7 events related to the topic being studied. | The timeline contained at least 5 events related to the topic being studied. | The timeline contained fewer than 5 events. |
| **Time Use** | Classroom time was used to work on the project. Conversations were not disruptive and focused on the work. | Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work. | Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work. | Student did not use classroom time to work on the project and/or was highly disruptive. |

**Venn Diagram Rubric:** This rubric was created to assess whether or not students could compare and contrast the Maya, Inca and Aztec civilizations, specifically referencing the migration of these civilizations and how this influenced other parts of the society and people. This assignment demonstrates how well students understand the many aspects of the societies and how they compare to one another. Being able to accurately compare and contrast at least 8-10 events or aspects of each river civilization shows the teacher how much the student understands and has learned throughout the unit but does not require the students to feel overwhelmed with work, seeing that a Venn diagram is very user friendly for students to work with. I also wanted to include a section on this rubric about preparation because I believe it is important for students to be able to use the resources available to them to enhance their learning and understanding.

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| **CATEGORY** | **8** | **6** | **4** | **2** |
| **Learning of Content** | The student accurately describes 75% (or more) of the events on the Venn diagram and includes at least 3 bullets on migration information | The student accurately describes 50% of the events on the Venn diagram and minimally references migration. | The student can describe any event on the Venn diagram but does not reference any migration events. | The student cannot use the Venn diagram effectively to compare and contrast events. |
| **Resources** | The Venn diagram contained at least 8-10 events related to the topic being studied. | The Venn diagram contained at least 6-7 events related to the topic being studied. | The Venn diagram contained at least 5 events related to the topic being studied. | The Venn diagram contained fewer than 5 events. |
| **Preparation** | The student referenced notes and class resources about all the events and dates s/he wished to include on the Venn diagram. | The student referenced some notes and class resources about the events and dates s/he wished to include on the Venn diagram. | The student referenced few notes and resources about most (~75%) of the events and dates s/he wished to include on the Venn diagram. | The student had not used adequate notes and resources on the Venn diagram. |

**Journal Rubric:** The journal assignment was an opportunity for students to demonstrate their creativity and writing skills by taking on the role of a citizen during the time of the Inca, Maya or Aztec civilizations. In the letter students had the freedom to write about whatever they were most interested in as long as it related to something they had been researching or learning about throughout the unit. Students could add voice and style to their journal and practice their writing skills, incorporating aspects of language arts into the social studies unit.

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| **CATEGORY** | **8** | **6** | **4** | **2** |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the journal was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the journal was about. | The journal seemed to be a collection of unrelated sentences. It was very difficult to figure out what the journal was about. |
| **Content Accuracy** | The letter contains at least 5 accurate facts about the topic. | The letter contains 3-4 accurate facts about the topic. | The letter contains 1-2 accurate facts about the topic. | The letter contains no accurate facts about the topic. |
| **Sentences & Paragraphs** | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| **Capitalization and Punctuation** | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |

**Model Project Rubric:** This rubric was designed to guide students and groups through their model project. Once again students are free to use their creativity and ideas in the model projects but they do have guidelines to ensure they are learning and researching the necessary information in order to learn about the most important and defining aspects of each civilization. Seeing that I wanted group members to have a lot of freedom while constructing their models the rubric was broad in order to accommodate each groups uniqueness and creativity.

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| **CATEGORY** | **10** | **8** | **6** | **4** |
| **Required Elements** | The models include all required elements as well as additional information. Required elements include at least 4 events or places for each civilization and a note card to accompany each item. | All required elements are included on the models. | All but 1 of the required elements is included on the models. | Several required elements were missing. |
| **Knowledge Gained** | Student can accurately answer all questions related to facts in the models and processes used to create the models. | Student can accurately answer most questions related to facts in the models and processes used to create the models. | Student can accurately answer about 75% of questions related to facts in the models and processes used to create the models. | Student appears to have insufficient knowledge about the facts or processes used in the models. |
| **Graphics - Relevance** | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation. | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| **Attractiveness** | The models are exceptionally attractive in terms of design, layout, and neatness. | The models are attractive in terms of design, layout and neatness. | The models are acceptably attractive though it may be a bit messy. | The models are distractingly messy or very poorly designed. It is not attractive. |

**Group Work Rubric:** This rubric could be used for many of the activities throughout the social studies unit involving group work but this was created mainly for the model project. This rubric highlights the main characteristics of an effective group member and holds each student accountable for their work within the group. This rubric could be given to group members to assess themselves and to assess the other members of the group as well. This would help the teacher in assessing student work along with the teachers’ observational notes on the group work taking place during class time. Each of these categories is important for students to learn and have when working in a group setting and each can be used in instances both in and outside of the school environment.

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Contributions** | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
| **Quality of Work** | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| **Time-management** | Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person\'s procrastination. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person\'s procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person\'s procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person\'s inadequate time management. |
| **Problem-solving** | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work. |
| **Attitude** | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| **Working with Others** | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| **Preparedness** | Brings needed materials to class and is always ready to work. | Almost always brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. |