**Venn Diagram Rubric** (Reference Lesson for Day 4)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5- Exemplary | 3-Acceptable | 1-Unacceptable | 0- Incomplete |
| Characteristics | -Students include at least 3 similarities between their community and Mesopotamia. -Students include at least 5 characteristics of place and favorable geography for their community and 5 for Mesopotamia. | -Students include at least 2 similarities between their community and Mesopotamia. -Students include at least 3 characteristics of place and favorable geography for their community and 3 for Mesopotamia. | -Students include at least 1 similarity between their community and Mesopotamia. -Students include at least 1 characteristic of place and favorable geography for their community and 1 for Mesopotamia. | -Students include no similarities between their community and Mesopotamia. -Students include no characteristics of place and favorable geography for their community or for Mesopotamia. -Student answers may be inaccurate. |
| Paragraph for Thinking Question(s) | -Students thoroughly answer each part of the thinking question, incorporating at least 5 reasons from the Venn diagram they completed. | -Students answer each part of the thinking question, incorporating at least 3 reasons from the Venn diagram they completed. | -Students answer only part of the thinking question, incorporating at least 1-2 reasons from the Venn diagram they completed. | -Students answer is incomplete and/or incorporates incorrect information. |

**Class Participation Rubric**  
  
Students will earn a grade for their class participation in this unit. The teacher will keep a student roster and add a check beside a student’s name each time they contribute to discussion. This grade will be worth 10 points.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 3 | 1 | 0 |
| Frequency of Participation | Student shares ideas in class discussion at least 5 times during this unit. | Student shares ideas in class discussion 3 times during this unit. | Student shares ideas in class discussion once during this unit. | Student does not participate in class discussion. |
| Quality of Participation | Student shares thoughtful ideas that contribute to discussion and encourage further discussion. | Student shares thoughtful ideas that contribute to discussion. | Student shares ideas in discussion. Contributions may require further elaboration. | Student does not participate in class discussion. |

**Artifact Box Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 3 | 1 | 0 |
| Artifacts | All 3 required artifacts are included. Group’s 3 chosen artifacts are relevant and important to understanding the Mesopotamian civilization. Artifacts accurately represent Mesopotamia. | All 3 required artifacts are included. Group’s 3 chosen artifacts are included but may not be relevant to understanding the civilization or 1-2 artifacts are missing. Artifacts accurately represent Mesopotamia. | Multiple artifacts are missing from project. Artifacts may not accurately represent Mesopotamia. | Artifacts are not turned in. |
| Presentation | All artifacts are explained in presentation. Presentation is engaging and all group members are involved. | All artifacts are explained in the presentation. All group members are involved in the presentation. | All artifacts are explained in the presentation but not all group members are involved in the presentation. | Group does not present project. |
| Writing | A 3-5 sentence written explanation of each artifact is included. Writing demonstrates understanding of grammatical conventions and cites research sources used. An introduction to the civilization is provided that shows evidence of student learning. | A 3-5 sentence written explanation is included of each artifact. Writing may not demonstrate an understanding of grammatical conventions. Writing cites research sources used. An introduction is included. | A written explanation is turned in but may not include all artifacts or may lack detail. Research sources used may also not be cited. The writing needs additional organization to enhance the writing. | Writing is not turned in with the group’s artifact box or writing is unorganized and unable to be understood. |
| Creativity | Group demonstrates creativity in their project, including in their construction and/or choice of artifacts. Group also chose a unique way to present their project. | Project demonstrates some creativity, either through construction and choice of artifacts or presentation method used. | Project is complete but requires more original thought in its execution. | Project lacks creativity by only using ideas presented by the teacher or classmates without any original thought. |

**Group Work Rubric**  
  
This section is to be completed by students. On a scale of 1-5, a 5 means you completely agree with the statement given. A 1 would indicate disagreement. Note your opinion by circling a corresponding number for each of the statements given below.  
  
All group members were involved in the decision-making for this project.   
  
5 4 3 2 1  
  
All group members interacted in discussions.  
  
5 4 3 2 1  
  
Our group remained on-task and focused during project time in class.  
  
5 4 3 2 1  
  
Each group member contributed to our group’s success on this project.  
  
5 4 3 2 1  
  
  
Please use the space below to share your comments about your group’s work together. If you have any concerns, you may also use the space below to share them.

This section will be completed by the teacher:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 3 | 1 | 0 |
| Decision-Making and Interactions | All group members worked together to make decisions. All group members were involved in discussions. | 1-2 student(s) made all the decisions for the group. All group members were involved in discussions. | 1-2 student(s) made all the decisions for the group. Not all group members were involved in discussions. | Group did not work together to make decisions and rarely interacted. |
| On-Task and Contributions | Group remained on-task throughout project. Each group member contributed to the group’s success. | Group remained mostly on-task throughout project. Each group member contributed to the group’s success. | Group often demonstrated off-task behavior. Not all group members contributed to the group’s success. | Group frequently demonstrated off-task behavior and frequently required teacher check-ins. Not all group members contributed to the group’s success. |

**Self-Assessment Brag Sheet**   
  
Students will have the possibility of earning 5 points by completing the self-assessment brag sheet.   
  
**Brag Sheet**  
  
Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
My role in the group was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  
**Student Assessment:**  
  
My most important contributions to the group were  
  
  
Our group did really well at  
  
  
 not very well very well  
 <--------------------------------------->  
I completed all parts of my role. 1 2 3 4 5  
  
I was nice and helpful to others. 1 2 3 4 5  
  
I followed directions. 1 2 3 4 5  
  
I stayed on task. 1 2 3 4 5  
  
We worked out problems on our own. 1 2 3 4 5

**Teacher comments:**