

Name and number _____

Topic _____

Rubric for Social Studies CBAs				
	1	2	3	4
Do comprehensive research without plagiarizing	Do research on very limited number of sources (1 print/1 web) Follow MLA format on “Works Cited” with many errors Take notes by copying from the sources	Do research on limited number of sources (2 print/2 web) Follow MLA format on “Works Cited” with some errors Take notes with some copying—or your writing sounds like copying	Do research on several good sources (3 or more print/3 or more web) Follow MLA format on “Works Cited” with few errors Take notes WITHOUT copying	Do research on several good sources (4 or more print/4 or more web) Follow MLA format on “Works Cited” virtually error-free Take pertinent notes WITHOUT copying
Focus/accurate, specific, detailed information	Demonstrate little or no understanding of the topic and the researched texts with many inaccuracies Just the main ideas	Demonstrate a limited, mostly accurate understanding of the topic and the researched texts Main ideas and specifics	Demonstrate a good, accurate understanding of the topic and the researched texts Main ideas and specifics Add details	Demonstrate a strong, in-depth always accurate understanding of the topic and the researched texts Main ideas and specifics Elaborate on details/dig down deep
Organized information	Introductory sentence Body does not group related information into paragraphs or sections/does not use linking words or phrases 0-1 quotes with 0 citations Conclusion sentence	Minimal introduction Ideas in body are sometimes developed and information is sometimes grouped into related into paragraphs or sections, with some linking words and phrases 2 quotes, 1-2 citations Minimal conclusion	Clear introduction Ideas in body are well developed, logically grouped, and chronologically organized into paragraphs or sections, with some appropriate transitions 3 quotes, citations may need work Concluding paragraph	Elaborated introduction with clear thesis Ideas in body are thoroughly developed, logically grouped, and chronologically organized into paragraphs or sections, with varied and well-chosen transitions 4 or more properly cited quotes Insightful conclusion
Shows Higher Order Thinking Skills (HOTS)—especially in the analysis of causes and effects	Work shows little thought Work shows little HOTS	Work shows some thought but needs to be more complete, developed, and detailed Work shows some HOTS	Work is thoughtful, complete, developed, and detailed Work shows HOTS	Work goes beyond expected well-developed answer into demonstrating insight Work exemplifies HOTS
Follows conventions (for all written part of presentations)	Multiple errors in conventions: <ul style="list-style-type: none"> • spelling/grammar • punctuation/capitalization • contractions/abbreviations • run-ons/fragments Many 1st or 2nd person pronouns Many changes in tense Lots of passive voice	Some errors in conventions: <ul style="list-style-type: none"> • spelling/grammar • punctuation/capitalization • contractions/abbreviations • run-ons/fragments Some 1st or 2nd person pronouns Some changes in tense Some passive voice	Few errors in conventions: <ul style="list-style-type: none"> • spelling/grammar • punctuation/capitalization • contractions/abbreviations • run-ons/fragments Few 1st or 2nd person pronouns Few changes in tense Little passive voice	Virtually flawless conventions: <ul style="list-style-type: none"> • spelling/grammar • punctuation/capitalization • no contractions/abbreviations • no run-ons/fragments All in 3rd person All in the past tense No passive voice
Follows MLA format guidelines (for all written part of presentations)				

Name and number _____

Topic _____

<p>Communication skills</p>	<p>Not loud and/or clear enough to be heard throughout the room So fast and enunciated so poorly that it was very difficult to understand Uses no gestures to help keep attention Does not stand up straight, head is down, does not face the audience No eye contact</p>	<p>Mostly loud and clear enough to be heard throughout the room Sometimes slow enough and enunciated well enough to be understood Uses few gestures to help keep attention Sometimes stands up straight, head up, facing the audience Little eye contact</p>	<p>Loud and clear enough to be heard throughout the classroom Mostly slow enough and enunciated well enough to be understood easily Uses some gestures to help keep class attention Mostly stands up straight, head up, facing the audience Good eye contact</p>	<p>Loud, clear, fluent, and expressive speech Slow enough and enunciated well enough to be understood easily Skillfully uses gestures to help keep class attention Stands up straight, head up, facing the audience Great eye contact</p>
<p>For all websites and exhibits</p>	<p>Little effort made to make work neat, clear, and readable Little or no use of color Little use of media (map/timeline/photos/artifacts) Little/no creativity in presentation</p>	<p>Work is mostly neat, clear, and readable Some use of color Some use of media (map/timeline/photos/artifacts) Some creativity in the presentation</p>	<p>Work is neat, clear, and readable Good use of color Good use of media (map/timeline/photos/artifacts) Creative presentation</p>	<p>Work goes beyond being neat, clear, and readable to being graphic Excellent use of color Excellent use of media (map/timeline/photos/artifacts) Highly creative presentation</p>

Name and number _____ **Topic** _____

assessed by: **teacher** _____ **self** _____ **classmate (signed)** _____