

Name and number \_\_\_\_\_

Topic \_\_\_\_\_

<b>Rubric for Social Studies CBAs</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Do comprehensive research without plagiarizing</b>	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
<b>Focus/accurate, specific, detailed information</b>	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
<b>Organized information</b>	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
<b>Shows Higher Order Thinking Skills (HOTS)—especially in the analysis of causes and effects</b>	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
<b>Follows conventions (for all written part of presentations)</b>	Multiple errors in conventions: <ul style="list-style-type: none"> <li>• spelling/grammar</li> <li>• punctuation/capitalization</li> <li>• contractions/abbreviations</li> <li>• run-ons/fragments</li> </ul> Many 1st or 2nd person pronouns Many changes in tense Lots of passive voice	Some errors in conventions: <ul style="list-style-type: none"> <li>• spelling/grammar</li> <li>• punctuation/capitalization</li> <li>• contractions/abbreviations</li> <li>• run-ons/fragments</li> </ul> Some 1st or 2nd person pronouns  Some changes in tense Some passive voice	Few errors in conventions: <ul style="list-style-type: none"> <li>• spelling/grammar</li> <li>• punctuation/capitalization</li> <li>• contractions/abbreviations</li> <li>• run-ons/fragments</li> </ul> Few 1st or 2nd person pronouns  Few changes in tense Little passive voice	Virtually flawless conventions: <ul style="list-style-type: none"> <li>• spelling/grammar</li> <li>• punctuation/capitalization</li> <li>• no contractions/abbreviations</li> <li>• no run-ons/fragments</li> </ul> All in 3rd person  All in the past tense No passive voice
<b>Follows MLA format guidelines (for all written part of presentations)</b>				

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<p><b>Communication skills</b></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><b>For all websites and exhibits</b></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>

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**assessed by:**    **teacher** \_\_\_\_\_    **self** \_\_\_\_\_    **classmate (signed)** \_\_\_\_\_