

# Rubrics

(World History II: NHD)

### Grading Rubric: Topic Overview

Learning Target: HIST-RES-1: I can build background knowledge on a research topic.

<i>Score</i>	<i>Contents and Points</i>
___ / 1	The "who, when, where" are accurately captured
___ / 5	"What": sufficient detail to understand what the topic is about provided = 4 (1 point per significant detail) Information provided is accurate = 1
___ / 2	"Why": the motivation of the person/group's actions has been captured = 1 Information provided is accurate = 1
	<b>SCORE</b> = points awarded/2

### Grading Rubric: Source Log

Learning Target:

HIST-RES-7: I can gather relevant information from multiple authoritative print and digital sources.

COMMENTS:

<i>Score</i>	<i>Contents and Points</i>
---- / 3	I found my target number of sources 100% = 3    75% = 2    50% = 1
---- / 3	All sources are scholarly 100% = 3    75% = 2    50% = 1
---- / 2	All sources are relevant to my topic 100% = 2    75% = 1
	<b>SCORE</b> = points awarded/2

## Grading Rubric: Note Cards

### Learning Target:

HIST-RES-8: I can take notes and organize them in a useful way, using graphic organizers as needed.

COMMENTS:

<i>Score</i>	<i>Contents and Points</i>
___ / 3	I made my target number of card: 100% = 3    75% = 2    50% = 1
___ / 1	I correctly filled in the source details
___ / 1	I wrote a useful card topic title
___ / 3	I captured three important facts
	<b>SCORE</b> - points awarded/2

## Grading Rubric: Introduction

COMMENTS:

<p>___ <b>LT 1: I can determine the historical significance of a topic of study</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The NHD theme ("Conflict and Compromise") is present</li> <li><input type="checkbox"/> The theme is clearly shown</li> <li><input type="checkbox"/> The theme is connected to topic with depth (beyond simplistic reference)</li> <li><input type="checkbox"/> Connection to theme engages reader on the topic's importance in history</li> </ul>
<p>___ <b>LT 2: I can create an accurate and balanced product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The information presented is factually accurate</li> <li><input type="checkbox"/> Information is balanced to be scholarly, aiming for objectivity</li> <li><input type="checkbox"/> There is enough information to understand what the project is about</li> <li><input type="checkbox"/> The information presented is especially clear and comprehensive</li> </ul>

# NHD Project Grading Rubric

Name:

Period:      Date:

## A) Introduction

### Subtopics

- LT 1: I can determine the historical significance of a topic of study
- The NHD theme ("Conflict and Compromise") is present
  - The theme is clearly shown
  - The theme is connected to topic with depth (beyond simplistic reference)
  - Connection to theme engages reader on the topic's importance in history

### Subtopics

- LT 4 I can use evidence to support a claim
- One piece of evidence are used in each subtopic
  - Two pieces of evidence are used in each subtopic
  - The evidence is relevant to the claim
  - The evidence brings the claim or subtopic alive beyond just providing information

---- LT 2: I can create an accurate and balanced product

### Overall Project

- The information presented is factually accurate
- Information is balanced to be scholarly, aiming for objectivity
- There is enough information to understand what the project is about
- The information presented is especially clear and comprehensive

---- LT 5: I can create a logically organized project

- The project is divided into clear sections
- The project looks like a unified whole (the pieces fit together symmetrically and are complementary)
- The reader can easily follow the intended order of the project sections
- Section titles help the reader understand how the project is organized

## B) Overall Project

### Overall Project

---- LT 1: I can use proper mechanics when writing formal names in social studies.

- Capital letters are properly used throughout the project:
- No errors (4)
  - A couple errors (3)
  - Errors in more than two content slides (2)
  - Errors in more than three content slides (1)

### Subtopics

- LT 6: I can create an accurate and balanced product
- The information presented is factually accurate
  - Information is balanced to be scholarly, aiming for objectivity
  - There is enough information to understand what the project is about
  - The information presented is especially clear and comprehensive

### Overall Project

---- LT 2: I can properly cite my evidence

- Some of the textual pieces of evidence in subtopics are cited
- All of the textual pieces of evidence in subtopics are cited
- Some of the visual pieces are cited
- All of the visual pieces are cited

### Habits of Work

- LT A: I can submit work on time
- Project was submitted by the deadline

### Conclusion

---- LT 3: I can determine the historical significance of a topic of study

- The NHD theme is connected to the topic
- The impact of the event or people in the topic in their own country is clear
- Impact of event or people in the topic beyond their own country is clear
- It is compelling why this is an historical topic worth studying

---- LT B: I can create high quality work that pays careful attention to neatness, detail, accuracy and professionalism

- Pieces are neatly cut and placed on project
- Fonts are sensible, font sizes are uniform by type of text/title
- Images and visuals enhance the product
- Pieces are laid out with good composition

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## NHD Conclusion Grading Rubric

---- **LT 1: I can determine the historical significance of a topic of study**

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Habits of Work

---- **LT A: I can submit work on time**

- Project was submitted by the deadline

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## NHD Conclusion Grading Rubric

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---- **LT A: I can submit work on time**

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## NHD Conclusion Grading Rubric

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