

## Oral Presentation Rubric : COLD WAR

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>On time</b>	Group is prepared and ready to present on the designated day and time. All resources are in place (handouts, props, etc)	Group is mostly prepared and ready to present on the designated day and time. Most resources are in place.	Group is not prepared to present on the designated day and time. Lacks many necessary resources for presentation.	Group is not prepared to present. No resources are evident.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Political Cartoon</b>	Political cartoon is creative and relevant to the Cold War topic. It is obvious the group members have a clear understanding about the topic as well as the intent of political cartoons.	The political cartoon is relevant to the Cold War topic. It is obvious the group members have a clear understanding about the topic.	The political cartoon has little relevance to the topic. It is not clear to the teacher whether or not students have a clear understanding of the topic or intent of political cartoons.	The political cartoon is not evident in the lesson.
<b>5 test questions</b>	The five test questions require higher-level thinking and are relevant to the group's topic. The questions are typed and an answer key is provided.	The five test questions are relevant to the group's topic. The questions are typed and an answer key is provided.	The five test questions are relevant to the group's topic. The questions are not typed and/or do not have an answer key provided.	The five test questions lack clarity and are not typed nor is an answer key provided.
<b>Props</b>	Group uses several resources (could include costume) that show considerable work/creativity and which make the presentation better.	Group uses 1 resource that shows considerable work/creativity and which make the presentation better.	Group uses 1 resource which makes the presentation better.	The group uses no resources OR the resources chosen detract from the presentation.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports each other. Always stays on task.	Usually listens to, shares with, and supports each other. On task most of the time.	Often listens to, shares with, and supports each other but is off task often.	Rarely listens to, shares with, and supports each other. Constantly off task.



## Story Writing : GENRE REFORMULATION

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4-EXEMPLARY	3- ACCOMPLISHED	2-DEVELOPING	1-BEGINNING
<b>Title Page</b>	Title page has an illustration, has the title of the book, all authors' and illustrators' names, and the date.	Title page has the title, authors' and illustrators' names, and the date. Lacks illustration.	Title page has the 3 of the 4 required elements.	Title page has fewer than 3 of the required elements.
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned historical topic and allows the reader to understand much more about the historical topic.	Most of the story is related to the assigned historical topic. The story wanders off at one point, but the reader can still learn something about the historical topic.	Some of the story is related to the assigned historical topic, but a reader does not learn much about the historical topic.	No attempt has been made to relate the story to the assigned historical topic.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Characters and historical places are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Writing Process</b>	The group devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	The group devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	The group devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	The group devotes little time and effort to the writing process. Doesn't seem to care.
<b>Accuracy of Facts</b>	All historical facts presented in the story are accurate.	Almost all historical facts presented in the story are accurate.	Most historical facts presented in the story are accurate (at least 70%).	There are several historical factual errors in the story.
<b>Creativity</b>	The story contains many creative details and/or illustrations that contribute to the reader's enjoyment. The authors have really used their imagination.	The story contains a few creative details and/or illustrations that contribute to the reader's enjoyment. The authors have used their imagination.	The story contains a few creative details and/or illustrations, but they distract from the story. The authors have tried to use their imagination.	There is little evidence of creativity in the story. The authors do not seem to have used much imagination.
<b>Setting</b>	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the authors didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
<b>Oral Presentation</b>	The authors read the story to the audience with enthusiasm. The authors discuss the historical content with the audience after reading the story.	The authors read the story with enthusiasm.	The authors read the story to the audience with little emotion.	The authors do not read the story to an audience.



## Life After World War 2

Teacher Name \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4 - Exemplary	3- Accomplished	2-Developing	1 - Beginning	Score
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Capitalization &amp; Punctuation</b>	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the topic.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the topic.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the topic.	Evidence and examples are NOT relevant AND/OR are not explained.	
<b>Accuracy</b>	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	Most supportive facts were inaccurately reported.	
<b>Sentence Structure</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
<b>Transitions</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
<b>Content</b>	The writer clearly understands the changes that took place after the war. The writer discusses home, children's interests, fashion, and entertainment.	The writer understands the changes that took place after the war. The writer discusses at least 3 of the 4 areas of importance: home, children's interest, fashion, entertainment.	The writer understands some of the changes that took place after the war. The writer discusses two of the four areas of importance: home, children's interest, fashion,	The writer does not understand the changes that took place after the war. The writer only discusses one area of importance: home, children's interest, fashion, entertainment.	