

# America at War Project Rubric

English & History (500 pts each)	Emerging (0-299 pts)	Developing (300-374 pts)	Proficient (375-449 pts)	Advanced (450-500 pts)
Evidence	<ul style="list-style-type: none"> <li>·Evidence to support scrapbook narratives(e.g. information/quotes from interviewed veteran and other research) is <b>missing</b> or <b>irrelevant</b></li> </ul>	<ul style="list-style-type: none"> <li>·Refers to <b>limited</b> evidence to support scrapbook narratives of WWII, Korea, and Vietnam(e.g. information/quotes from interviewed veteran and other research) that is <b>mostly relevant</b> to the narrative</li> </ul>	<ul style="list-style-type: none"> <li>· Refers to <b>varied**</b> evidence from at least 6 sources (e.g. information/quotes from interviewed veteran and other research) that <b>supports</b> scrapbook narrative</li> </ul>	<ul style="list-style-type: none"> <li>·Refers to varied** evidence from 7 or more sources (e.g. information/quotes from interviewed veteran and other research) that <b>thoroughly</b> supports the scrapbook narrative</li> </ul>
Content	<ul style="list-style-type: none"> <li>·Historical content in scrapbook and presentation is <b>absent</b> and/or contains <b>significant inaccuracies</b> about war and its effects on the home front</li> <li>·Scrapbook narrative are <b>missing 3 or more required elements</b> (6 letters or columns, 6 editorial cartoons or photos, and 6 pages in each scrapbook with artifacts)</li> <li>-Tone, voice, literary devices,, and character development in scrapbooks are <b>absent</b></li> </ul>	<ul style="list-style-type: none"> <li>·Historical content in scrapbook over war and its effects on the home front as well as content in presentation is <b>limited</b> but accurate</li> <li>-Scrapbook narratives are <b>missing 1-2 elements</b> (6 letters or columns, 6 editorial cartoons or photos, and 6 pages in each scrapbook with artifacts)</li> <li>·<b>Attempts</b> to use tone, voice, literary devices, and character development in scrapbooks</li> </ul>	<ul style="list-style-type: none"> <li>·Historical content in scrapbook over war and its effects on the home front as well as content in presentation is <b>accurate</b> and <b>supports</b> the narrative</li> <li>·Scrapbook narrative <b>contains all elements</b> (6 letters or columns, 6 editorial cartoons or photos, and 6 pages in scrapbook with artifacts)</li> <li>-<b>Utilizes</b> tone, voice, literary devices, and character development in scrapbooks to help aid audience engagement and understanding</li> </ul>	<ul style="list-style-type: none"> <li>·Historical content in scrapbook over war and its effects on the home front as well as content in presentation is <b>detailed, accurate</b> and fully support the context of the narrative</li> <li>·Scrapbook narrative <b>contains at least required number of elements</b> (6 letters or columns, 6 editorial cartoons or photos, and 6 pages in scrapbook with artifacts), and elements all support context of narrative</li> <li>-<b>Seamlessly integrates</b> tone, voice, literary devices, and character development in scrapbook to help aid audience engagement and understanding</li> </ul>

\*\*Varied evidence is drawn from multiple sources and/or types of sources to illustrate multiple points of view

Written Communication (300 pts)	Emerging (0-179 pts)	Developing (180-224 pts)	Proficient (225-269 pts)	Advanced (270-300 pts)
Organization	<ul style="list-style-type: none"> <li>Ideas and evidence in scrapbook are <b>disorganized</b>, making relationships <b>unclear</b></li> <li><b>No</b> transitions between events in scrapbook are used, or are used <b>ineffectively</b></li> </ul>	<ul style="list-style-type: none"> <li>Ideas and evidence in scrapbook are <b>loosely sequenced</b> or organization may be <b>formulaic</b></li> <li>Transitions <b>connect events</b> in scrapbook with <b>some</b> lapses; may be <b>repetitive</b> or <b>formulaic</b></li> </ul>	<ul style="list-style-type: none"> <li>Ideas and evidence in scrapbook are <b>sequenced to show relationships</b></li> <li>Transitions <b>connect events</b> in scrapbook</li> </ul>	<ul style="list-style-type: none"> <li>Ideas and evidence in scrapbook are <b>logically sequenced</b> to show <b>clear</b> relationships</li> <li>Transitions are <b>varied</b> and connect events in scrapbook,, <b>showing clear relationships</b></li> </ul>
Language and Conventions	<ul style="list-style-type: none"> <li>Language, style, and tone are <b>inappropriate</b> to the purpose, task, and audience.</li> <li><b>Uses</b> norms and conventions of writing that are <b>inappropriate</b> to the time period</li> <li>Has an <b>accumulation</b> of errors in grammar, usage, and mechanics that <b>distract or interfere</b> with meaning</li> <li>Textual citation and bibliography is <b>missing or incorrect</b>, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Language, style, and tone are mostly <b>appropriate</b> to the purpose, task, and audience with <b>minor</b> lapses</li> <li><b>Attempts to follow</b> the norms and conventions of writing in the time period with <b>major</b> errors</li> <li>Has some <b>minor errors</b> in grammar, usage, and mechanics that <b>partially</b> distract or interfere with meaning</li> <li><b>Attempts</b> to cite evidence and put bibliography in mla format</li> </ul>	<ul style="list-style-type: none"> <li>Language, style, and tone are <b>appropriate</b> to the purpose, task, and audience with <b>minor</b> lapses</li> <li>Attempts to follow the norms and conventions of writing in the time period with <b>some</b> errors</li> <li>Is <b>generally free</b> of <b>distracting</b> errors in grammar, usage, and mechanics</li> <li>Cites textual evidence and includes bibliography in mla format with <b>some minor errors</b></li> </ul>	<ul style="list-style-type: none"> <li>Language, style, and tone are <b>appropriate</b> to the purpose, task, and audience</li> <li><b>Follows</b> the norms and conventions of writing in the time period</li> <li>Is <b>free</b> of distracting errors in grammar, usage, and mechanics</li> <li>Citations of textual evidence and sources in mla format bibliography are <b>accurately</b></li> </ul>

Oral Communication (300 pts)	Emerging (0-179 pts)	Developing (180-224 pts)	Proficient (225-269 pts)	Advanced (270-300 pts)
Clarity	<ul style="list-style-type: none"> <li>Scrapbook narrative and presentation presents an unclear perspective of war and home front</li> <li>Line of reasoning is absent, unclear, or difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>Scrapbook narrative and presentation presents a general perspective of war and home front</li> <li>Line of reasoning can be followed</li> </ul>	<ul style="list-style-type: none"> <li>Scrapbook narrative and presentation presents a clear perspective of war and home front</li> <li>Line of reasoning is clear and easy to follow</li> <li>Addresses alternative or opposing perspectives when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Scrapbook narratives and presentation presents a clear and original perspective of war and home front</li> <li>Line of reasoning is clear and convincing</li> <li>Addresses alternative or opposing perspectives in a way that sharpens one's own perspective</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>Draws on facts, experience, or research in a minimal way</li> <li>Demonstrates limited understanding of the war</li> </ul>	<ul style="list-style-type: none"> <li>Draws on facts, experience, and/or research inconsistently</li> <li>Demonstrates an incomplete or uneven understanding of the war</li> </ul>	<ul style="list-style-type: none"> <li>Draws on facts, experiences and research to support a perspective</li> <li>Demonstrates an understanding of the war</li> </ul>	<ul style="list-style-type: none"> <li>Facts, experience and research are synthesized to support a perspective</li> <li>Demonstrate an in-depth understanding of the war</li> </ul>
Use of Digital Media and/or Visual Displays	<ul style="list-style-type: none"> <li>Digital media or visual displays are confusing, extraneous, or distracting</li> </ul>	<ul style="list-style-type: none"> <li>Digital media or visual displays are informative and relevant</li> </ul>	<ul style="list-style-type: none"> <li>Digital media or visual displays are appealing, informative, and support audience engagement and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Digital media or visual displays are polished, informative, and support audience engagement and understanding</li> </ul>
	<ul style="list-style-type: none"> <li>Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed</li> <li>Presenter's energy and affect are unsuitable for the audience and purpose of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing</li> <li>Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing</li> <li>Presenter's energy and affect are appropriate for the audience and support engagement</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged</li> <li>Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation</li> </ul>

Collaboration (300 pts)	Emerging (0-179 pts)	Developing (180-224 pts)	Proficient (225-269 pts)	Advanced (270-300 pts)
<p style="text-align: center;"><b>Interpersonal Communication</b></p>	<ul style="list-style-type: none"> <li>● Distracts conversations by expresses ideas that are off topic, undeveloped, or based on limited understanding of the topic</li> <li>● Shows little interest in the ideas of others</li> <li>● Asks questions that are irrelevant or distracting</li> <li>● At times, addresses others with disrespectful language or tone.</li> <li>● Monopolizes “air time” or frequently interrupt other speakers</li> </ul>	<ul style="list-style-type: none"> <li>● Sometimes is awkward or has difficulty expressing ideas, but conversations are relevant to the topic and based on facts or evidence.</li> <li>● Listens with partial interest in the speaker's message providing sporadic verbal/ nonverbal feedback to indicates some understanding or agreement</li> <li>● Asks general questions to clarify understanding of speaker's point of view</li> <li>● Usually address others with respect, with minor lapses</li> <li>● Shares “air time” by allowing others to speak</li> </ul>	<ul style="list-style-type: none"> <li>● Contributes to productive conversations by clearly expressing well-developed ideas that are relevant and supported with evidence or sound reasoning</li> <li>● Listens with interest to the ideas of others providing verbal or nonverbal feedback to signal understanding or agreement</li> <li>● Acknowledges and helps clarify the ideas of others by asking probing questions.</li> <li>● Responds to different ideas or opinions with diplomacy</li> <li>● Addresses others with respect and sensitivity to cultural or language background</li> <li>● Works to resolve conflict through productive discussion and consensus building</li> <li>● Shares “air time” and takes care not to interrupt or cut off others</li> </ul>	<p>In addition,</p> <ul style="list-style-type: none"> <li>● Thoroughly prepares for conversations having read and researched the topic</li> <li>● Invites and encourages other speakers to contribute</li> <li>● Shows appreciation for positive and constructive feedback.</li> </ul>
<p style="text-align: center;"><b>Team and Leadership Roles</b></p>	<ul style="list-style-type: none"> <li>● Has difficulty describing the short and long-term tasks of the team's work</li> <li>● Does not monitor individual or team progress and must repeatedly be given direction</li> <li>● Has difficulty describing the roles and responsibilities of each team member</li> <li>● Has difficulty taking direction from others</li> </ul>	<ul style="list-style-type: none"> <li>● Can generally describe the short and long term tasks of the team's work with some confusion</li> <li>● Monitors individual progress but is less aware of team needs and next steps</li> <li>● Can generally describe what roles and responsibilities each member of the team is expected to perform</li> <li>● Can effectively take direction from others, but does not play a leadership role</li> </ul>	<ul style="list-style-type: none"> <li>● Can clearly and specifically describe the short and long term tasks of the team's work</li> <li>● Monitors progress of team's efforts and is aware of team needs and next steps</li> <li>● Can clearly and specifically describe what roles and responsibilities each member of the team is expected to perform and how they are connected</li> <li>● Can effectively play leadership roles by managing others, but can also take direction from others</li> </ul>	<p>In addition,</p> <ul style="list-style-type: none"> <li>● Works to ensure all team members understand the short and long term tasks</li> <li>● Provides helpful feedback to team on progress</li> <li>● Selects and leverages the most applicable protocols or processes for team management</li> </ul>

Agency (300 pts)	Emerging (0-179 pts)	Developing (180-224 pts)	Proficient (225-269 pts)	Advanced (270-300 pts)
Meet Benchmarks	<ul style="list-style-type: none"> <li>• Completes few benchmarks and class assignments and may resist or struggle to use resources and supports (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>	<ul style="list-style-type: none"> <li>• Completes some benchmarks and class assignments; and, only when forced to, or at the last minute, uses resources and supports (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>	<ul style="list-style-type: none"> <li>• Usually completes polished benchmarks and class assignments by using resources and supports when necessary (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves personal best work on almost all benchmarks and class assignments by setting goals, monitoring progress, and using resources and supports (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>
Actively Participate	<ul style="list-style-type: none"> <li>• Stays focused for part of the activity/discussion, team meeting, or independent time but often cannot resist distraction or does not notice when or why a loss of focus happens</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly stays focused on the activity/discussion, team meeting, or independent time and knows when and why disengagement or distraction happens</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates in the activity/discussion, team meeting, or independent time and has strategies for staying focused and resisting most distraction</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates and takes initiative on the activity/discussion, team meeting, or independent time and has personal strategies for staying focused</li> </ul>