

American Studies Wiki Project

How did culture, events and leadership shape and reflect post-WWII America?

Project Rubric for _____ Topic _____

	18-15 Distinguished	14-10 Proficient	5-9 Apprentice	0-4 Novice
Research-Quality: Information from reputable sources <input type="checkbox"/>	Included facts, quotes, and paraphrasing from reliable sources. Included research from subject-matter experts and Gale eBooks. Good use of primary sources.	Included facts, conclusions, and opinions from reliable sources. Did not use databases/ebooks as much as expected. Few primary sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources. No primary sources used.	Included more opinion than fact. Information was taken from unreliable sources.
Writing-Ideas: Interesting, informative details <input type="checkbox"/>	Details were research based and interesting. Writing included information based on fact. The Guiding Question answer was well thought out.	Writing had many interesting details which supported the guiding question. Writing included interesting information. Minor parts of the template were skipped.	Writing had three or more details that supported the main idea. A major section of the template was skipped.	Writing had few details.
Creativity: Content of Wiki and in-class presentation <input type="checkbox"/>	Project demonstrated student's own interpretation and expression of research material. Creative use of technology. Visuals included widgets, Slide.com, YouTube, Blabberize.com. Presentation was rehearsed and organized. Several props used (could include costume) that show considerable work/creativity and which make the presentation better.	Used student-created materials as well as existing material from other sources. Student devised a creative way to design or deliver the project. The requirements were met. Presentation needed a bit more rehearsal. Students use 1 prop that shows considerable work/creativity and which make the presentation better.	Information was factual but showed little student interpretation. Project based primarily on sample work. Student added one or more original ideas. Presentation was not rehearsed or timed. Students use 1 prop which makes the presentation better.	No pictures, movies or examples. Page still contained examples from the sample. Very little thought was put into this project. No thought given to in class presentation. The students use no props OR the props chosen detract from the presentation.
Time Management and individual contribution to group project. <input type="checkbox"/>	Used time well. Work was turned in early or on time. All group members seem to have contributed equally. Followed directions. Excellent planning of presentation. Student is completely prepared and had obviously rehearsed.	Most work was done on time. Not all group members work is reflected. Mostly followed directions. Good planning of presentation. Student seems pretty prepared but might have needed a couple more rehearsals.	Some work was not done on time. Did not change work habits or schedule accordingly. Worked frantically to finish project on time. Forgot to plan presentation. The student is somewhat prepared, but it is clear that rehearsal was lacking.	Did not use time well. Little or no work was done on time. Did not monitor progress adequately. Project was not completed on time or Did not follow project directions or student does not seem at all prepared to present.
MYP Criterion D: organization and presentation Students need to develop the ability to organize and present information and ideas in order to be able to demonstrate their grasp of humanities knowledge, concepts and skills. <input type="checkbox"/>	The student communicates information that is always relevant. The student organizes information into a well-developed and logical sequence, appropriate to the format required. Presentation and expression are clear, concise and effective, and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention.	The student communicates information that is relevant. The student uses a structure appropriate to the task and sequences the content logically. Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with occasional errors in adhering to conventions.	The student communicates information that is mostly relevant. The student attempts to structure and sequence the work but is not always successful. Presentation and expression are occasionally unclear. Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.	The student communicates information that may not always be relevant. The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise. There may be some evidence of documentation. OR The student does not reach a standard described by any of the descriptors below.

- Group Assessment and rubric brought to presentation = 5 points
- Turnitin.com = 2 points
- Holistic Judgment - (IB speak) Overall intellectual initiative, depth of understanding and insight. = 1-3 points

Comments:

