|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0-1 | 1-2 | 2-3 | 3-4 |
| Clear and Obvious Title | Title is not present | Title is present but difficult to notice | Title is present and noticeable | Title is present and ‘pops’ |
| HistoricalAccuracy | Content is rarely accurate | Content is somewhat accurate | Content is mostly accurate | Content is almost perfect |
| Platform UsageThis portion will vary depending on ‘medium’ of choice | Unsatisfactory | Satisfactory | Good | Excellent |
| Use of Time(Teacher Judgment) | Unsatisfactory | Satisfactory | Good | Excellent |
| Use of Text or Audio for Explanation (5 W’s) | Unsatisfactory | Content is satisfactory | Content is good | Content is excellent |
| Overall Level of Effort | Unsatisfactory | Satisfactory | Good | Excellent |

Representing World War I Assignment (Task Rubric)

**Total Potential Marks / 24**

Teacher Comments

Representing World War I Assignment (Daily Self Assessment to be completed after each work period)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Beginning****1 point** | **Developing****2 points** | **Accomplished****3 points** | **Exemplary****4 points**  |
| **Contribution** | One or more members do not contribute. | All members contribute, but some contribute more than others.  | All members contribute equally. | All members contribute equally, and some even contribute more than was required. |
| **Cooperation** | Teacher intervention needed often to help group cooperate.  | Members work well together some of the time. Some teacher intervention needed.  | Members work well together most of the time.  | All members work well together all of the time; assist others when needed.  |
| **On task** | Team needs frequent teacher reminders to get on task.  | Team is on task some of the time. Needs teacher reminders.  | Team is on task most of the time. Does not need any teacher reminders.   | Team is on task all of the time.Does not need any teacher reminders. |
| **Communication** | Members need frequent teacher intervention to listen to each other and speak to each other appropriately.   | Members need some teacher intervention to be able to listen to each other and speak to each other appropriately.  | All members listen to each other and speak to each other in equal amounts. | Each member listens well to other members. Each member speaks in friendly and encouraging tones.  |