

Rubric: Early Explorers Essential Components

Student Name:

CATEGORY	4	3	2	1
Map	Map is labeled with the explorers name and date of the journey. The name of countries and oceans are labeled. The path of the explorer is clear and easy to see. A map key is included. Multiple trips are indicated if appropriate.	Map may be missing 1 of the following: Labeled with the explorers name and date of the journey. The name of countries and oceans are labeled. The path of the explorer is clear and easy to see. A map key is included. Multiple trips are indicated if appropriate.	Map may be missing 2 of the following: Labeled with the explorers name and date of the journey. The name of countries and oceans are labeled. The path of the explorer is clear and easy to see. A map key is included. Multiple trips are indicated if appropriate.	Map may be missing 3 or more of the following: Labeled with the explorers name and date of the journey. The name of countries and oceans are labeled. The path of the explorer is clear and easy to see. A map key is included. Multiple trips are indicated if appropriate.
Knowledge	Student showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions. All information answered about the following: - Why the explorer left his homeland - Describing the journey including transportation, how long the journey took, any challenges faced. -What did the explorer think he had discovered? -What was the impact? For example, did it open up that area for more explorers? Did it affect the Native Americans in the region - if so how? Did your country get rich? Did your explorer get famous, rich, become in charge of settlements?	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions. All information answered about the following: - Why the explorer left his homeland - Describing the journey including transportation, how long the journey took, any challenges faced. -What did the explorer think he had discovered? -What was the impact? For example, did it open up that area for more explorers? Did it affect the Native Americans in the region - if so how? Did your country get rich? Did your explorer get famous, rich, become in charge of settlements?	Most students showed excellent knowledge of content, but missing 2 or more of the following: - Why the explorer left his homeland - Describing the journey including transportation, how long the journey took, any challenges faced. -What did the explorer think he had discovered? -What was the impact? For example, did it open up that area for more explorers? Did it affect the Native Americans in the region - if so how? Did your country get rich? Did your explorer get famous, rich, become in charge of settlements?	Missing 3 or more of the following: - Why the explorer left his homeland - Describing the journey including transportation, how long the journey took, any challenges faced. -What did the explorer think he had discovered? -What was the impact? For example, did it open up that area for more explorers? Did it affect the Native Americans in the region - if so how? Did your country get rich? Did your explorer get famous, rich, become in charge of settlements?
Timeline	Timeline is part of the talk show, easy to read, and neat. It includes birth date, death date, and at least 4 other events in the explorer's life.	Timeline is turned in with rubric, timeline is not included in the talk show. It is neat and easy to read. It includes birth date, death date, and at least 4 other events in the explorer's life.	Timeline is turned in with rubric, timeline is not included in the talk show. It is neat and easy to read. It includes birth date, death date, and at least 2 other events in the explorer's life.	Timeline is not turned in OR it is incomplete - it may be missing any of the following elements: - birth date - death date - 2 important events in the explorer's life.

Rubric: Video Interview**Student Name:**

CATEGORY	4	3	2	1
Knowledge	All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Most students needed note cards to talk and to answer questions.
Videography -Clarity	Video did not rock/shake and the focus was excellent throughout.	Video did not rock/shake and the focus was excellent for the majority of the video.	Video had a little rocking/shaking, but the focus was excellent throughout .	Problems with rocking/shaking AND focus.
Costume & Props	All students wore costumes and the group used some props.	Some students wore costumes and the group used some props.	Students wore no costumes, but the group used some props.	No costumes and no props were used.
Length of Video	Video was 8 minutes long.	Video was 5-7 minutes long.	Video was 3-4 minutes long.	Video was less than 4 or more than 10 minutes long.

Rubric: Board Game**Student Name:**

CATEGORY	4	3	2	1
Attractiveness	Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal.	Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal.	Contrasting colors and \"borrowed\" graphics were used to give the cards and gameboard visual appeal.	Little or no color or fewer than 3 graphics were included.
Accuracy of Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
Knowledge Gained	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.

Rubric: Slideshow**Student Name:**

CATEGORY	4	3	2	1
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

Rubric: Website**Student Name:**

CATEGORY	4	3	2	1
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
Layout	The Website has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.
Learning of Material	The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the website.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the website.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the website.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the website.

Rubric: Logbook**Student Name:**

CATEGORY	4	3	2	1
Attractiveness & Organization	The logbook has exceptionally attractive formatting and well-organized information.	The logbook has attractive formatting and well-organized information.	The logbook has well-organized information.	The logbook's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.