

Project Assignments: Group of 3-4 students for each project	Project-Category	Notes	Assigned to:
Part 1. Texas Revolution Character Role Play –script, play, and speech	Performance 100	Due: Feb. 27-28	
Part 2. Texas Founding Fathers Video-Did you know??? Website	Project/Test 100		
Part 3. Texas Revolution TV game shows x 2— Jeopardy and Who wants to be a Millionaire? <small>Jeopardy Millionaire</small>	Class work 100		
Part 4. Texas Revolution Schoolhouse rock video x 2	Test 100		
Part 5. Texas Revolution web quest packets <small>Webquest B Webquest D</small>	Quiz 50		
Part 6. MLA Bibliography: 10 sources including books, articles and online sources	Homework 100		


Signatures:

## Historical Role Play : Historical Role Play

CATEGORY	4	3	2	1
<b>Historical Accuracy</b>	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
<b>Role</b>	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
<b>Knowledge Gained</b>	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
<b>Required Elements</b>	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
<b>Props/Costume</b>	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation

## Persuasive Essay : Socio-Political Persuasive Speech

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This needs to be something that will get the President's attention, and make an emotional appeal to him.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
<b>Position Statement</b>	The position statement provides a clear, strong statement of where you stand on the socio-political topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the the author's position clear.	There is no position statement.
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points - the logical, emotional, and ethical appeals - 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>Support for Position</b>	Includes 3 pieces of evidence - an emotional appeal, logical appeal, and ethical appeal - that support the position statement.	Includes 3 or more pieces of evidence.	Includes 2 pieces of evidence.	Includes 1 or fewer pieces of evidence.
<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 - emotional, logical, and ethical appeals - supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	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 author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
<b>Transitions</b>	A variety of thoughtful transitions between each appeal 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>Student Designed Web Page Rubric</b>			
	<b>5</b>	<b>10</b>	<b>15</b>	<b>17</b>
<b>Layout / Design</b>	The pages are unattractive. Text is difficult to read. The backgrounds are distracting.	The pages appear "busy" or "boring". Text may be difficult to read. The backgrounds are somewhat distracting.	The pages are eye-catching and attractive. Text is easy to read. The backgrounds are subtle and appropriate.	The pages are well organized with tables. Text spacing and alignment make reading easy. The backgrounds enhance the page.
<b>Graphics</b>	There are no photos, icons or clip art or they are inappropriate or of low quality.	Photos are blurry or fuzzy; icons and clip art do not "fit" with the topic. Too many pictures make the download time slow.	Photos, icons, and clip art are appropriate, of high quality, and download fairly quickly.	Photos, icons, and clip art are used creatively and may follow a theme.
<b>Information</b>	Information is poorly written, inaccurate, or incomplete.	Information could be better written and too much information is given in each section.	Information is well written and interesting to read and is presented in short sections.	Information is creatively written and cleverly presented.
<b>Navigation / Links</b>	The user may become lost or links may be missing or not working.	The user may become confused when navigating between pages. Some links may not work.	Links are consistent and easy to find so that the user can easily navigate back and forth through pages.	Links are created with images and icons to enhance the text links.
<b>Working Together</b>	Partners argue or fight much of the time and do not share responsibilities.	Partners have trouble solving disagreements; one partner does most of work.	Partners get along well and share equally in responsibilities.	Partners show respect for one another, get along especially well and <u>work</u> together on all aspects of the project.
<b>Following Classroom Guidelines</b>	Students are often out of area without permission and cause disruptions in the lab and other classrooms.	Students occasionally leave area without permission and are louder than necessary in the lab and in other classrooms.	Students stay in their area, talk quietly to their own partner only, and cause minimum disruptions while visiting other classrooms.	Students are always on task, stay in their own area, and cause no disruptions when visiting other classrooms.

Note - Add the scores for each category to get a percentage score.

**Additional rubric for historical content and accuracy: Attach at a later date**

Jeopardy Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Description	Excellent 16-20	Average 11-15	Poor 6-10	Unsatisfactory 1-5
Topics-relative to topics and variety				
Answers-level of difficulty and relevance to topic and content				
Questions-correct answers to prompts, relevance and level of difficulty to topic and content				
Mechanics and grammatical structure-functions and transitional effects working-errors in grammar, spelling, etc				

Comments:

**Multimedia Project : Social Studies Mastery Powerpoint**  
**Presentation-Name: \_\_\_\_\_ Period: \_\_\_\_\_**

CATEGORY	4	3	2	1
<b>Presentation</b>	Logically organized to tell the story of the research, engaging, visually attractive. Clear knowledge of subject. Strong delivery of content.	Fairly well organized knowledge of subject, rehearsed with fairly smooth delivery that holds audience attention most of the time.	Basic information of content with visual support. Delivery not smooth, but able to maintain interest of the audience most of the time.	Limited information provided with few visuals. Delivery not smooth and audience attention often lost.
<b>Content</b>	Robust content that covers topic in-depth with details and examples. Subject knowledge is excellent. Meets the 10 minute presentation requirement.	Includes essential knowledge about the topic. Subject knowledge appears to be good. Exceeds or does not meet the 10 minutes.	Includes essential information about the topic but there are 1-2 factual errors. Exceeds or does not meet the 10 minutes.	Content is minimal OR there are several factual errors. Exceeds or does not meet the 10 minutes.
<b>Organization</b>	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.
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give
<b>Graphics-transition-technical aspects</b>	Demonstrates relevant graphics-effective transitions and expert technical devices	Average level of technical devices and graphics	Lacking graphics and average level of technical expertise	Poor or no graphics and transitions



## Bibliographical Rubric

Students: \_\_\_\_\_

	4	3	2	1
<b>Source</b>	<b>Variety of sources-more than 2 types-primary sources included</b>	<b>2 types of sources and primary sources</b>	<b>2 types-no primary sources</b>	<b>1 or less-no primary sources</b>
<b>Format</b>	<b>Correct format MLA no errors</b>	<b>MLA with a few errors</b>	<b>MLA format with several errors</b>	<b>Wrong format and errors</b>
<b>Current-secondary sources only</b>	<b>2001 to present</b>	<b>1999 to present</b>	<b>1995 to present</b>	<b>Before 1995</b>
<b>Annotated</b>	<b>Specific details about sources and usefulness</b>	<b>General statement without specifics</b>	<b>Vague comments about source-confusing</b>	<b>None</b>
<b>Mechanics</b>	<b>No spelling and punctuation errors</b>	<b>1-2 errors</b>	<b>3-4 errors</b>	<b>More than 4</b>
<b>Total</b>				

Editorial staff evaluator signature: \_\_\_\_\_

Date: \_\_\_\_\_