Name: _____

World War 1 Learning Artifact - Final Teacher Evaluation Rubric

Category	Level 1 (50%-59%)	Level 2 (60%-69%)	Level 3 (70%-79%)	Level 4 (80%-100%)
Knowledge of Content (Did you use the correct facts, terms, and definitions?) (Knowledge and Understanding)	Artifact provides 5 facts or pieces of information or information/facts which are unrelated to their chosen World War One topic	Artifact provides 6 or 7 facts or pieces of information related to their chosen World War One topic	Artifact provides 8 or 9 facts or pieces of information related to their chosen World War One topic	Artifact provides 10-12 facts or pieces of information which relate to their chosen World War One topic
Teacher Comments:				
Use of Planning Skills (Organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) (Application)	Guiding questions are vague and do not provide a lot of direction for research Many questions on the inquiry template are incomplete A considerable amount of the research is off- topic and/or does not answer the inquiry question Over-reliance on one source	Most of the guiding questions help to steer research Inquiry template is mostly complete Some of the research is off- topic and/or does not answer the inquiry question Two different sources are used	Guiding questions help to steer research Inquiry template is completed and all questions are answered Most research is related to topic and inquiry question Three different sources are used	Guiding questions are insightful and help to steer research Inquiry template is completed fully and questions are answered thoughtfully All research is related to topic and inquiry question More than three different sources are used
Teacher Comments:				

Use of processing skills (Interpreting, analysing, synthesizing, and evaluating data, evidence, and information; detecting point of view and bias; formulating conclusions) Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between past, present, and future contexts; in making predictions) (Thinking and Inquiry)	Artifact description shows limited ability to take peer and teacher criticisms to inform/change/ modify artifact Artifact is able to synthesize research and provide an answer to the larger inquiry question with limited clarity and effectiveness Artifact shows limited ability to assess the chosen topic's long term impact/ significance Artifact shows limited ability to answer inquiry question by assessing the topic's relevance to life today	Artifact description shows some ability to take peer and teacher criticisms to inform/change/ modify artifact Artifact is able to synthesize research and provide an answer to the larger inquiry question with some clarity and effectiveness Artifact shows some ability to assess the chosen topic's long term impact/ significance Artifact shows some ability to answer inquiry question by assessing the topic's relevance to life today	Artifact description shows considerable ability to take peer and teacher criticisms to inform/change/ modify artifact Artifact is able to synthesize research and provide an answer to the larger inquiry question with considerable clarity and effectiveness Artifact shows considerable ability to assess the chosen topic's long term impact/ significance Artifact shows considerable ability to answer inquiry question by assessing the topic's relevance to life today	Artifact description shows excellent ability to take peer and teacher criticisms to inform/change/ modify artifact Artifact is able to synthesize research and provide an answer to the larger inquiry question with a high degree of clarity and effectiveness Artifact shows insightful ability to assess the chosen topic's long term impact/ significance Artifact shows insightful ability to answer inquiry question by assessing the topic's relevance to life today
Teacher Comments:				
Communication (e.g., to inform, to persuade; clear expression, logical organization) (Communication)	Artifact shows limited ability to engage a high school student Artifact has limited information to educate the viewer Artifact is not very well-organized and contains many mechanical errors	Artifact is somewhat engaging for a high school student Artifact has some information to educate the viewer Artifact is not very well-organized and/or contains several mechanical errors	Artifact is mostly engaging for a high school student Artifact is informational and will educate the viewer Artifact is well-organized and contains few mechanical errors	Artifact is very engaging for a high school student Artifact is very informational and will educate the viewer Artifact is very well-organized and contains no mechanical errors
Teacher Comments:				