

PERFORMANCE ASSESSMENT RUBRIC

CATEGORY	1	2	3	4
ESSENTIAL ELEMENTS	Few elements are included as directed by the instructions.	Not all elements as directed by the instructions are included.	All elements are included as directed by the instructions.	Student includes all elements from instruction and goes beyond what was required to display a deeper knowledge of the unit by including areas not covered in class.
CLAIMS + EVIDENCE	Claims are not supported by evidence. There may not be any claims made. If evidence is provided it is not relevant information.	Some claims may be supported with evidence. There may not be a clear connection between the evidence and the claim.	Claims are made and supported with evidence. Evidence is clearly cited. These claims will come from conclusions made about the unit.	Claims show a deeper understanding of the unit. Claims show an impact of what was studied in the unit and how that affected the society of the time and that impact on our world today.
THE BIG IDEA + ESSENTIAL QUESTIONS	There is no displayed understanding of either the Big Idea of Essential Questions of the unit.	The assessment may show an understanding of the Big Idea. Less than two if any Essential Questions will be addressed.	The Big Idea is clearly addressed. At least two Essential Questions are addressed, by showing an understanding of the questions through the assessment.	By viewing the assessment the Big Idea of the unit is clearly understood. More than two Essential Questions will also be addressed.
ACCURACY	There are frequent spelling and grammar mistakes. Vocabulary words are not spelled correctly.	There are enough spelling and grammar mistakes that it makes the assessment difficult to follow. Vocabulary words may not be spelled correctly.	Spelling and grammar errors are at a minimum so that the assessment can be easily followed. Vocabulary words are spelled correctly.	Very few if any spelling and grammar mistakes. All vocabulary words and terms from the unit are spelled correctly.
CREATIVITY	No creativity is displayed in this assessment. It may be unfinished or so messy that it is hard to assess.	Little to no creativity is displayed in the assessment. The assessment seems rushed and put together last minute.	Creativity and thought is displayed through the presentation of the assessment.	A great deal of thought and creativity is put into the assessment. The assessment stands out from the rest and stretches the abilities of the student creating the assessment.

PERFORMANCE ASSESSMENT IN STUDENT TERMS

CATEGORY	1	2	3	4
ESSENTIAL ELEMENTS	You waited until the last minute and did not use your time wisely. You probably didn't finish the assessment.	You just got it done. Not much thought went into what you did.	You followed ALL the instructions.	Not only did you follow the instructions, you went above and beyond. You spent time out of class and added things that were not required. You really pushed yourself.
CLAIMS + EVIDENCE	You didn't think about anything we worked on in class.	You didn't take a stance. You just wrote down information. You did not put your own ideas into what we've learned. You just told me things I can Google.	You came up with ideas from what was presented in class and what you read and researched. You used evidence to support your ideas. This evidence came from reputable sources.	You thought of things that were different or more involved than others. When I graded it I was surprised at what you came up with.
THE BIG IDEA + ESSENTIAL QUESTIONS	There is no displayed understanding of either the Big Idea of Essential Questions of the unit.	The assessment may show an understanding of the Big Idea. Less than two if any Essential Questions will be addressed.	By reading, viewing, listening to, etc. I can tell that you understand what the Big Idea and the Essential Questions are from the unit. You didn't just write them down and answer them you included them into what you did.	Again, you surprised me with your connections and how you incorporated the Big Idea and Essential Questions into your assessment. You showed the time and effort you put into the assessment.
ACCURACY	You didn't care much about what you turned in, you just turned in something.	You really didn't take the time to proofread or correct your mistakes.	You paid attention to detail and proofread your work. You probably had someone else proofread it and took the time to correct your mistakes.	You did the same as the previous level, but ended up virtually mistake free.
CREATIVITY	Again, you just got it done. You didn't care how it looked.	Not much time put into the assessment. You didn't push yourself. You did the same old slide show you did in second grade.	You spent time making your assessment seem professional. You pushed yourself to try new platforms.	You really got out of your comfort zone and did something new or so creative and also made it look very professional.