**Generic Rubric to Assess a Research-based Project (Inquiry)**

***War of the Eagles* & its History**

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| **Categories & Expectations** | **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **KNOWLEDGE AND UNDERSTANDING****Knowledge of content**  | *The student demonstrates knowledge of content (e.g. facts)* | The student demonstrates limited knowledge of the content (history) | The student demonstrates some knowledge of content | The student demonstrates good knowledge of content | The student demonstrates thorough knowledge of content |
| **Understanding of content** | *The student demonstrates understanding of content (e.g. significance of concepts, ideas, theories)* | The student shows limited understanding of the content. **(eg. the history associated with WWII)** | The student shows some understanding of content  | The student shows good understanding of content | The student shows insightful understanding of content |
| **THINKING****Use of creative/critical thinking processes**  | *The student uses creative/critical thinking processes with effectiveness to create a new product and reflect on the learning* | The student uses creative/critical thinking processes to create final product **(presentation**) and reflect on their learning with limited effectiveness | The student uses creative/critical thinking processes to create final product and to reflect on their learning with some effectiveness | The student uses creative/critical thinking processes to create final product and to reflect on their learning with effectiveness | The student uses creative/critical thinking processes to create final product and reflect on their learning with a high degree of effectiveness  |
| **COMMUNICATION****Expression and organization of ideas and information in oral, written, and visual forms** | *The student expresses and organizes ideas and information with effectiveness*  | The student effectively organizes ideas in presenting results of inquiry with limited effectiveness | The student organizes ideas in presenting results of inquiry with some effectiveness | The student organizes ideas in presenting results of inquiry with considerable effectiveness | The student organizes ideas in presenting results of inquiry with a high degree of effectiveness |
| **Use of conventions, vocabulary, and terminology**  | *The student uses conventions, vocabulary, and terminology*  | The student uses conventions, vocabulary, and terminology related novel study with limited effectiveness | The student uses conventions, vocabulary, and terminology related to history & novel study with some effectiveness | The student uses conventions, vocabulary, and terminology related to novel study & history with considerable effectiveness | The student uses conventions, vocabulary, and terminology related to novel study (eg. characterization) & history with a high degree of effectiveness |
| **APPLICATION****Making connections within and between contexts** | *The student makes connections between project and the world outside the school*  | The student makes a limited number of connections between the project and the world outside the school. **(connection btwn historical events & the impact of those on their own world & society)** | The student makes some connections between project and the world outside the school  | The student makes a variety of connections between project and the world outside the school  | The student makes a wide variety of connections between project work and the world outside the school  |