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Creativity/Neatness	Neat & creative, pictures are useful, design is well thought out	Neat & creative, uses some pictures	Shows effort but parts are messy	Messy and did not use color	No effort put into project
Collaboration	Group worked well, was always on task, everyone contributed	Sometimes members were off task, 1 member did not contribute	Members rarely on task, did not work together	Did not work together, not on task, distracted other groups	Misused media center, caused disruptions for entire class
				Total Points	____/____

History Report Rubric

Susan M. Brookhart



History Report Rubric:

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included *How to Create and Use Rubrics for Formative Assessment and Grading* Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn NAEP 1994 U.S. History Report Card Alexandra S. Beatty, 1996 This book describes results from the 1994 National Assessment of Educational Progress NAEP assessment in U S history conducted at grades 4 8 and 12 Included in this report card are the results of students achievement at each grade and within various subgroups of the general population The report discusses the relationships between student performance and instructional and home background variables This information gives educators a context for evaluating the U S history achievement of students and the results that may be used to guide reform efforts Chapters include 1 NAEP 1994 U S History Assessment 2 U S History Results for the Nation and Regions 3 U S History Achievement Levels 4 Contexts in which Students Learn History and 5 What Students Know and Can Do in U S

History A conclusion three appendices 52 tables and 13 figures complete the book EH NAEP 1994 U.S. history report card : findings from the National Assessment of Educational Progress Alexandra S. Beatty, 1996 This book describes results from the 1994 National Assessment of Educational Progress naep assessment in U S history conducted at grades 4 8 and 12 Included in this report card are the results of students achievement at each grade and within various subgroups of the general population The report discusses the relationships between student performance and instructional and home background variables This information gives educators a context for evaluating the U S history achievement of students and the results that may be used to guide reform efforts Chapters include 1 naep 1994 U S History Assessment 2 U S History Results for the Nation and Regions 3 U S History Achievement Levels 4 Contexts in which Students Learn History and 5 What Students Know and Can Do in U S History A conclusion three appendices 52 tables and 13 figures complete the book Eh Report of the Royal Commission on Historical Manuscripts Great Britain. Royal Commission on Historical Manuscripts, 1897 First to ninth reports 1870 1883 84 with appendices giving reports on unpublished manuscripts in private collections Appendices after v 15a pt 10 issued without general title **Effective Grading** Barbara E. Walvoord, Virginia Johnson Anderson, 2011-01-13 The second edition of Effective Grading the book that has become a classic in the field provides a proven hands on guide for evaluating student work and offers an in depth examination of the link between teaching and grading Authors Barbara E Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that when integrated with course objectives provides rich information about student learning as well as being a tool for learning itself The authors show how the grading process can be used for broader assessment objectives such as curriculum and institutional assessment This thoroughly revised and updated edition includes a wealth of new material including Expanded integration of the use of technology and online teaching A sample syllabus with goals outcomes and criteria for student work New developments in assessment for grant funded projects Additional information on grading group work portfolios and service learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education using classroom work for program assessments and using assessment data systematically to close the loop Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities including community colleges When the first edition of Effective Grading came out it quickly became the go to book on evaluating student learning This second edition especially with its extension into evaluating the learning goals of departments and general education programs will make it even more valuable for everyone working to improve teaching and learning in higher education L Dee Fink author Creating Significant Learning Experiences Informed by encounters with hundreds of faculty in their workshops these two accomplished teachers assessors and faculty developers have created another essential text Current faculty as well as graduate students who aspire to teach in college will carry this edition in a briefcase for quick reference to scores of

examples of classroom teaching and assessment techniques and ways to use students classroom work in demonstrating departmental and institutional effectiveness Trudy W Banta author *Designing Effective Assessment* 3rd Report of the Royal Commission on Historical Manuscripts Great Britain. Royal Commission on Historical Manuscripts,1872 *Annual Report of the American Historical Association* American Historical Association,1895 Writing Workshop Teacher Created Resources,2004-06-28 This book is perfect for busy teachers who want a comprehensive resource for teaching writing It includes lessons on the different writing genres language use and conventions and the writing process **Annual Report of the American Historical Association** ,1895 *The English Reports* ,1902 **The English Reports: Privy Council (including Indian appeals) (1809-1865)** ,1902 **Engagement in Teaching History** Frederick D. Drake,Lynn R. Nelson,2009 How can history be taught effectively Does knowing about the past give meaning to the present and hints to what will happen in the future This book responds to these questions as it explores the key elements of history instruction the use of primary sources and narratives involving students in the historical inquiry through classroom discussions teaching toward chronological thinking and the use of historical documents to develop in students a detective approach to solving historical problems Taking a systematic approach to improve students historical thinking this book emphasizes certain strategies that will help students know more about the past in ways that will help them in their lives today The second edition is organized in three parts Part One describes the theoretical background to teaching history Part Two Planning and Assessment emphasizes the importance of good organization and lesson planning as well as how to assess students knowledge reasoning power and effective use of communication in the history classroom Part Three Instruction focuses on the use of primary sources class discussions incorporating photographs and paintings and writing in teaching history Both the study of history and the teaching of history are multifaceted The author s hope in writing this book is to engage new and experienced teachers in thoughtful discourse regarding the teaching and learning of history and to develop lifelong learners of history in the 21st century **Appleton's Annual Cyclopædia and Register of Important Events of the Year ...** ,1890 **Appletons' Annual Cyclopædia and Register of Important Events of the Year** ,1883 The American Annual Cyclopedia and Register of Important Events of the Year ... ,1880 *Appletons' Annual Cyclopaedia and Register of Important Events* ,1880 **Appletons' Annual Cyclopedia and Register of Important Events** ,1886 **Collaborating to Meet Standards** Toni Buzzeo,2007-08-15 Provides an introduction to collaboration including a history and overview of the movement practical suggestions for implementing the collaborative process and ideas for overcoming common roadblocks to collaboration **The English Catalogue of Books [annual].** ,1909 Vols 1898 include a directory of publishers

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