

## Oral History Project Assessment Rubric

CRITERIA	EMERGING 1	PROGRESSING 2	ACCOMPLISHING 3	EXCEEDING 4
<b>CONTENT</b>	The oral history does not convey information or ideas relevant to topics explored in class.	The oral history conveys a surface-level idea relevant to topics explored in class.	The oral history conveys ideas relevant to topics explored in class.	The oral history strongly conveys ideas relevant to topics explored in class, and integrates outside knowledge.
<b>ORGANIZATION</b>	Writing is disorganized and difficult to understand.	Writing is partially organized and coherent.	Writing is both organized and coherent.	Writing is organized and coherent. Ideas flow within each oral history.
<b>APPEARANCE</b>	The work does not reflect effort or care in presentation.	The work reflects some effort and care in presentation.	The work is visually appealing and reflects effort and care in presentation.	The work is visually appealing and reflects effort, attention to detail and care in presentation.
<b>CREATIVITY</b>	The work reflects no original, creative ideas.	Some effort was made to include original, creative ideas.	Effort was clearly made to include original, creative ideas in the work and in presentation.	The work includes an array of original, creative ideas, combining topics explored in class with new ideas in novel ways.
<b>CONNECTION TO THE CENTRAL TEXT</b>	The work does not connect to the central text or its themes in any way.	The work includes a superficial reference to the central text and/or its themes.	The work clearly incorporates the central text and its themes.	The work reflects a deep understanding of the central text and its themes.
<b>DEMONSTRATION OF ANTI-BIAS COMPETENCY</b>	Student shows emerging understanding of the expectations in anti-bias standard _____.	Student is progressing toward the expectations in anti-bias standard _____.	Student meets the expectations in anti-bias standard _____.	Student exceeds the expectations in anti-bias standard _____.
<b>COLLABORATION / COOPERATION (OPTIONAL)</b>	Students worked individually.	Students worked together but contributions were unbalanced.	Students worked well together and contributions were balanced.	Students worked very well together; they compromised and built off one another's ideas.