

# Evaluation

You will receive a group grade as well as an individual grade for this project. The group grade will be based on the dramatization. Your individual grade will be based on the completion of each individual project. All projects will be assessed through the use of the rubrics described below:

Name: \_\_\_\_\_

Notes:

<b>Visual Aids:</b>	<b>Weak 60-69</b>	<b>Acceptable 70-79</b>	<b>Admirable 80-89</b>	<b>Exemplary 90-100</b>
<b>Broadside</b>	Does not mention region; lacks persuasive message; style and language not appropriate; images too small or irrelevant; demonstrates minimal effort	Mentions region; attempts persuasive message; missing reasons for going to colonies; appropriate style and language; good use of illustrations; fair effort	Mentions region; message is persuasive; reflects reasons for going to colonies; uses appropriate style and language; may use one or more "special effects" (tea-staining; calligraphy); good effort	mentions region; very persuasive message; reflects key points for going to colonies; uses appropriate style and language; good use of "special effects"; strong visual appeal; excellent effort
<b>Tri-fold Brochure</b>	Insufficient content; lacks organization; major grammar errors; may lack graphics; minimal effort	Discusses 3-4 aspects of culture; indicates region; a little organization; organization; a lot of grammar errors; font size is too big/too small; a few graphics or inappropriate graphics	Discusses 4-5 aspects of culture in detail; mentions region; some organization; few errors in grammar; font size is small or large; contains 4 appropriate graphics	Discusses 5 or more aspects of culture in correct detail; mentions region; is well organized; no grammar errors; font size is 12; 5 or more appropriate graphics; strong visual appeal
<b>Persuasive Letter</b>	Contains 1 insufficient attempt to cover general colonial content; lacks organization; many errors in syntax, spelling, and mechanics; typed	Contains 1-2 attempt(s) to cover colonial content; historically inaccurate; inconsistent use of topic sentences; may demonstrate pattern of errors in syntax, spelling, and mechanics; printed with script	Contains 2-3 attempts to cover general colonial content; historically accurate; addressed to family/friends; has topic and detail sentences; persuasive in tone; few errors if any in grammar; tea stained; hand written	Contains 3 or more attempts to cover <u>specific</u> colonial content; addressed to family/friends; historically accurate; correct topic and detail sentences; provides convincing argument to come to the colonies; no errors in grammar; tea stained; hand written

## Group

Criteria	5 Points	10 Points	15 Points	20 Points
<b>Subject Knowledge</b>	Demonstrates limited grasp of material; essential questions left unanswered; lacks detail; does not use any vocab terms	Demonstrates attempt to answer essential questions; some explanations with appropriate detail; uses one or two vocab terms	Demonstrates satisfactory grasp of material; answers essential questions with detailed explanations; uses some specific vocab terms	Demonstrates strong grasp of material; answers essential questions with detailed explanations above and beyond basics; uses many specific vocab terms
<b>Organization</b> Script Script Notes 2 pages of typed research notes from each member	Lacks evidence of planning and rehearsal; many errors in execution; no items turned in	Some evidence of planning and rehearsal; some errors; one item or one set of research notes turned in	Good evidence of planning and rehearsal; few errors; two of the three items turned in or 2 sets of research notes	Strong evidence of planning and rehearsal; no errors; all three items turned in (including 3 sets of research notes)
<b>Required Props</b> Letter Tri-fold Broadside	Uses only one or two; attempts to reinforce concepts; turns in 0 props	Uses two or three; reinforces concepts; turns in 1 prop	Use of all three; reinforces concepts; turns in 2 props	Use of all three; reinforces concepts; turns in all 3 props
<b>Elocution</b>	Inaudible <b>OR</b> too loud; too fast <b>OR</b> too slow; little or no expression	Weak speaking voices; Some weakness in terms of volume, rate, and tone; fair expression	Group uses clear speaking voice; appropriate volume, rate, and tone with few inconsistencies; good expression	Group uses clear speaking voice; appropriate volume, rate, and tone throughout; excellent expression
<b>Length</b> (5 min)	Too short <b>OR</b> too long; exceeds four minutes above or below allotted time	Ends within three minutes of allotted time (+ / -)	Ends within two minutes of allotted time (+ / - )	Ends within one minute of allotted time (+ / - )

Region\_\_\_\_\_

Start\_\_\_\_\_

End \_\_\_\_\_

Notes: