

**Cold War Group Project and Presentation Rubric**

Guideposts	0-Not Attempted	4-Attempted Standard	6-Meets Standard	8-Above Standards	10- Exceeds Standards
Continuity and Change - Turning Points	Student's work does not attempt to answer the unit's essential question	Student's work attempts to answer the unit's essential question, but does not demonstrate understanding	Student's work answers the essential question at the surface level; does not provide strong evidence to show the concepts of continuity and change of the assigned topic	Student's work answers the essential question and elaborates on the concepts using evidence to support their claim and demonstrate the elements of continuity and change for the assigned topic	Student's work answers the essential question and elaborates on the concepts using evidence to support their claim and can relate the historical concept to contemporary issues or the "bigger picture", revealing a greater understanding of continuity and change and its influence on modern history
Evidence- context of historical setting	Student's work does not attempt to answer the unit's essential question	Student's work attempts to answer the unit's essential question, but does not demonstrate understanding	Student's work answers the essential question at the surface level; does not provide background to support evidence used	Student's work answers the essential question and elaborates on the concepts using evidence to support their claim with background and analysis	Student's work answers the essential question and elaborates on the concepts using evidence with strong analysis to support their claim and can relate the historical concept to contemporary issues or the "bigger picture"
Ethical Dimension- imposing contemporary standards	Student's work does not attempt to answer the unit's essential question	Student's work attempts to answer the unit's essential question, but does not demonstrate understanding of how the information relates to today's issues	Student's work answers the essential question at the surface level; does not provide strong evidence to support claim and inform the reader about how the information deepens our understanding of today's issues	Student's work answers the essential question and elaborates on the concepts using evidence to support their claim and gives good insight into how their work reveals a better understanding of contemporary issues	Student's work answers the essential question and elaborates on the concepts using evidence to support their claim and can relate the historical concept to contemporary issues or the "bigger picture" bringing back their knowledge of the topic and relating it to specific events in modern history
Professionalism	Students' work is disorganized, unprepared and incomplete	Students' work appears rushed and unfinished; appears to be unrehearsed as there are many stumbles, mispronunciations; group's appearance is not representative of business casual attire	Students' work is organized, though not detailed; few stumbles and mispronunciation during presentation; group is a good representation of business casual attire	Students' work is thoroughly organized, and detailed; appears rehearsed- minor stumbles and mispronunciations during presentation; group is a good representation of business casual attire	Students' work is thoroughly organized, and detailed; demonstrates a clear use of rehearsal- relatively no stumbles or mispronunciations during presentation; group is a great representation of business casual attire

Total: \_\_\_\_\_

### Group Accountability Record

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

Group Members:

Contact Information:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Record of Responsibilities and Accomplishments:

Date and Day of Project	Responsibilities to complete for Portfolio in Class	Responsibilities to complete for Portfolio at home	Reflection of Work Completed and Not Completed	Group Member Signatures	Mr. Cooper's initials