Mr. Cooper's World History Country Profile Presentation Rubric Contemporary Issues

Guideposts	0-Not Attempted	4-Attempted Standard	6 -Meets Standard	8-Above Standards	10- Exceeds Standards
Evidence-	Student's work	Student's work	Student's work answers	Student's work answers the	Student's work answers the essential
context of	does not attempt	attempts to answer	the essential question at	essential question and	question and elaborates on the concepts
historical	to answer the	the unit's essential	the surface level; does	elaborates on the concepts	using evidence with strong analysis to
setting	unit's essential	question, but does not	not provide background	using evidence to support	support their claim and can relate the
	question	demonstrate	to support evidence used	their claim with background	historical concept to contemporary issues
		understanding		and analysis	or the "bigger picture"
Ethical	Student's work	Student's work	Student's work answers	Student's work answers the	Student's work answers the essential
Dimension-	does not attempt	attempts to answer	the essential question at	essential question and	question and elaborates on the concepts
imposing	to answer the	the unit's essential	the surface level; does	elaborates on the concepts	using evidence to support their claim and
contemporary	unit's essential	question, but does not	not provide strong	using evidence to support	can relate the historical concept to
standards	question	demonstrate	evidence to support	their claim and gives good	contemporary issues or the "bigger
		understanding of how	claim and inform the	insight into how their work	picture" bringing back their knowledge of
		the information	reader about how the	reveals a better	the topic and relating it to specific events
		relates to today's	information deepens our	understanding of	in modern history
		issues	understanding of today's	contemporary issues	
			issues		
Historical	Student's work	Student's work	Student's work answers	Student's work answers the	Student's work answers the essential
Significance-	does not attempt	attempts to answer	the essential question at	essential question and	question and elaborates on the concepts
Revealing,	to answer the	the unit's essential	the surface level; does	elaborates on the concepts	using evidence to support their claim and
sheds light on a	unit's essential question with	question, but does not demonstrate	not provide evidence to support the claim and	using evidence to support their claim and	can relate the historical concept to contemporary issues or the "bigger
concept	historical	understanding of the	demonstrates	demonstrates understanding	picture" using their understanding of the
	evidence	specific topic's	understanding of the	of the specific topic's	specific topic's meaningful place in history,
	evidence	meaningful place in	specific topic's	meaningful place in history,	or its revealing nature to shed light on
		history, or its	meaningful place in	or its revealing nature to	enduring/emerging issues in history or a
		revealing nature to	history, or its revealing	shed light on	description of how this topic had deep
		shed light on	nature to shed light on	enduring/emerging issues in	consequences for many people over a long
		enduring/emerging	enduring/emerging	history or a description of	period of time
		issues in history or a	issues in history or a	how this topic had deep	F = 1 = 1 = 1 = 1
		description of how	description of how this	consequences for many	
		this topic had deep	topic had deep	people over a long period of	
		consequences for	consequences for many	time	
		many people over a	people over a long period		
		long period of time	of time		

Historical	Student's work	Student's work	Student's work answers	Student's work answers the	Student's work answers the essential
Perspectives-	does not attempt	attempts to answer	the essential question at	essential question and	question and elaborates on the concepts
inferences	to answer the	the unit's essential	the surface level; does	elaborates on the concepts	using evidence to support their claim and
based on	unit's essential	question, but does not	not provide evidence to	using evidence to support	can relate the historical concept to
evidence	question with	demonstrate	support claim and	their claim and better	contemporary issues or the "bigger
	historical	understanding of the	adequately demonstrates	demonstrates the assigned	picture" greatly demonstrating the
	perspective	assigned topic's	the assigned topic's	topic's historical perspective	assigned topic's historical perspective
		historical perspective	historical perspective	using a comparison of world	using a comparison of world views or
			using a comparison of	views or conveying a	conveying a historical perspective using its
			world views or conveying	historical perspective using	historical context or inferring how people
			a historical perspective	its historical context or	felt and thought in the past using the
			using its historical	inferring how people felt and	historical perspective of historical actors
			context or inferring how	thought in the past using the	or giving a range of diverse historical
			people felt and thought	historical perspective of	perspectives to discuss a specific action or
			in the past using the	historical actors or giving a	historical actor
			historical perspective of	range of diverse historical	Thistorical actor
			historical actors or giving	perspectives to discuss a	
			a range of diverse	specific action or historical	
			historical perspectives to	actor	
			discuss a specific action		
			1		
D () I	C. I ./ I .	C: 1 ./ 1	or historical actor	6. 1 1	
Professionalism	Student's work is	Student's work	Student's work is	Student's work is thoroughly	Student's work is thoroughly organized,
	disorganized,	appears rushed and	organized, though not	organized, and detailed;	and detailed; demonstrates a clear use of
	unprepared and	unfinished; appears to	detailed; few stumbles	appears rehearsed- minor	rehearsal- relatively few stumbles and
	incomplete	be unrehearsed as	and mispronunciation	stumbles and	mispronunciations during presentation;
		there are many	during presentation;	mispronunciations during	the individual makes eye contact with the
		stumbles,	individual behaves and	presentation; the individual	audience and shows professionalism while
		mispronunciations;	dresses appropriately for	makes eye contact with the	delivering the presentation
		individual's	an academic	audience, behaves and	
		appearance is not	presentation	dresses appropriately for an	
		representative of		academic presentation	
		business casual attire			

Notes: