

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-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
Historical Significance-Revealing, sheds light on a concept	Student's work does not attempt to answer the unit's essential question with historical evidence	Student's work attempts to answer the unit's essential question, but does not demonstrate understanding of the specific topic's meaningful place in history, or its revealing nature to shed light on enduring/emerging issues in history or a description of how this topic had deep consequences for many people over a long period of time	Student's work answers the essential question at the surface level; does not provide evidence to support the claim and demonstrates understanding of the specific topic's meaningful place in history, or its revealing nature to shed light on enduring/emerging issues in history or a description of how this topic had deep consequences for many people over a long period of time	Student's work answers the essential question and elaborates on the concepts using evidence to support their claim and demonstrates understanding of the specific topic's meaningful place in history, or its revealing nature to shed light on enduring/emerging issues in history or a description of how this topic had deep consequences for many people over a long period of time	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" using their understanding of the specific topic's meaningful place in history, or its revealing nature to shed light on enduring/emerging issues in history or a description of how this topic had deep consequences for many people over a long period of time

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

Notes:

Total /50 _____