

HISTORICAL FORENSICS
*Investigating Untold Stories From 19th Century New England
 Through Primary Sources*

In Their Shoes: General Assessment Rubric

General Assessment Rubric for Inquiry Lessons Using the Stripling Model Format		
Student Name:		Scoring (0-3) 0-1 Did not show evidence 1-2 Met expectations 2-3 Exceeded expectations
Requirements	Score	Comments
WONDER Demonstrates ability to respond to the essential question.		
INVESTIGATE <i>Reading for Key Ideas:</i> Determines the central ideas or information of primary and/or secondary sources; provides an accurate summary of how key events or ideas develop over the course of the text or series of sources.		
INVESTIGATE <i>Craft and Structure of Reading:</i> Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
CONSTRUCT <i>Research to Build and Present Knowledge:</i> Recalls relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
CONSTRUCT <i>Use of Time:</i> Focuses on task at hand and prepared to work, tasks are completed on time.		
CONSTRUCT <i>Attitude:</i> usually positive and respectful, listens to others, shows appreciation for their contributions, offers constructive feedback.		
CONSTRUCT <i>Problem solving:</i> seeks solutions when problems arise within peer workgroups.		
CONSTRUCT/EXPRESS <i>Contribution:</i> Actively participates in small and large group discussions (listens attentively, offers new ideas, builds on ideas of others).		
Adapted from the Common Core Standards and CICERO History Beyond the Textbook's collaboration rubric.		



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CONSTRUCT/EXPRESS <i>Integration of Knowledge and Ideas:</i> Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
EXPRESS <i>Production and Distribution of Writing:</i> Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
EXPRESS/REFLECT <i>Comprehension and Collaboration:</i> Summarizes information presented in diverse media and formats, including visually, quantitatively, and orally.		
EXPRESS/REFLECT <i>Presentation of Knowledge and Ideas:</i> Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
EXPRESS/REFLECT <i>Texts Types and Purposes:</i> Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.		
REFLECT <i>Texts Types and Purposes:</i> Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.		
REFLECT <i>Text Types and Purposes:</i> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
REFLECT <i>Research to Build and Present Knowledge:</i> Draws evidence from literary or informational texts to support analysis, reflection, and research.		