

Rubric for Teacher-Created Historical Investigations			
Items Assessed	<i>Accept</i>	<i>Accept with Revisions</i>	<i>Reject</i>
Primary Investigate Question	Question is clearly stated and developed.	Question is stated and mostly developed.	Question is unclear.
Comments:			
Activity Description/Rationale	Responds to the essential question and defines the limits of what will be taught. Clear and provocative explanation of the value and strategy to transfer content to classroom.	Responds to the investigation question and generally describes what will be taught. Value and strategy to transfer to classroom needs work.	The teaching thesis does not sufficiently capture the content of the activity. Transference is unclear, and value to classroom is undefined.
Comments			
Relevance	Content is appropriately and accurately linked with standards, historical thinking habits of mind, and grade level curriculum. The value of the content for the classroom is clear and demonstrated.	Content is mostly linked with standards, historical thinking habits of mind, and grade level curriculum. The value of content for the classroom is present but needs work.	Content is not linked with standards, habits of mind, and grade level curriculum. The value of content for the classroom is missing or weak.
Comments			
Lesson Objectives	Objectives have been clearly stated and reference standards-based grade-level content. They are measurable, and describe the skills and/or knowledge that students will be able to demonstrate at the end of the activity.	Objectives may indicate the standards-based knowledge and skills targeted by this activity, but may not state them measurable terms.	Objectives may not be stated in measurable terms and/or may not clearly indicate what knowledge and skills will be developed by this activity.
Comments			

Alignment	There is a clear and straightforward connection between overarching goals, class objectives, and assessment of the activity. Alignment is demonstrated in a way that makes the activity easily applicable by others.	Alignment of goals, objectives, and assessment is present but needs work. Activity is not easily applicable by others due to missing or weak alignment.	Alignment is unclear and without intention. Activity cannot be used by others as it stands.
Comments			
Related Resources & Materials	Selected materials provide students with an understanding of the “big picture” and a context for this particular investigation. Resources are grade level appropriate and easy to use in the classroom. Historical data represents a global perspective.	Selected materials provide student understand of the “big picture” context but may not reveal why an investigation of the particular topic is interesting or warranted. Resources may not be grade appropriate and are difficult to follow.	Context for this investigation may be absent or minimally implied. Resources are not grade appropriate and can not be used by others.
Comments			
Style & Presentation	The activity was well-written, clear, and understandable. Sequence of activities makes sense, and creativity, and imagination was evident.	The activity was clear and understandable, and writing was acceptable. Sequence of activities was acceptable.	The activity was not well-written. Numerous mistakes were present, and work lacked creativity and imagination.
Comments			

FINAL RECOMMENDATION

Accept

Accept with Minor Revisions

Not Accept