**Evaluation Resources**

**Social Studies**

**Spring Student Enrichment “Quest” Projects**

**World Cultures & Geography I, II &**

**U.S. History I**

**(Grades 6, 7, and 8)**

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**Department of Curriculum and Instruction**

**Academic Programs**

**Prince George’s County Public Schools**

These materials are adapted from:

*Prince George’s County Public Schools History Day~Teacher’s Guide*

and

*Literature* (Holt McDougal), “Scoring Rubric for Research Paper”

**Evaluation Criteria for Quest Projects**

**These criteria are general, and most are applicable across the three quest projects. They can serve as a guide as students complete their quests, as should the rubrics that follow.**

From an Historical Point of View:

* Is the entry historically accurate and authentic, or does it have serious errors and/or omissions?
* Is there a wide use of primary and secondary sources? Is the research balanced, and—if appropriate—does it demonstrate an analysis of all points of view?
* Does the presentation demonstrate the balance of viewpoints?
* Is the annotated bibliography correct in format and content?

From a Literacy Point of View:

* Is the main idea or topic clear and coherent, or are the ideas presented in a scattered, incoherent way?
* Is information enhanced with formatting, graphics, and other visual images?
* Is the language used precise and appropriate for the format of presentation? Does it maintain an appropriate style or tone? Does it show a command of conventions of writing and/or speaking?
* Is the annotated bibliography correct in format and content?

Quality of Presentation:

* Is the overall organization of the quest project coherent?
* Does the final product exhibit a high degree of creativity?
* Are all aspects of the final product appropriate to the topic and to the grade level of the student(s) who created it?
* Is the presentation/performance of the quest project of high quality?
* Are all incorporated visuals, sound effects, music, speeches clear and relevant?

**Suggested scoring rubrics are on the pages that follow.**

**Grade 6 Culture Quest**

**Blog Rubric – Part 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Quest Project Criteria** | *Superior*  *4 points* | *Excellent*  *3 points* | *Good*  *2 points* | *Fair*  *1 point* | *Missing*  *0 point* |
| Information included is historically accurate |  |  |  |  |  |
| Shows analysis of research and synthesis of information gleaned |  |  |  |  |  |
| Shows wide research |  |  |  |  |  |
| Includes primary sources |  |  |  |  |  |
| Any written material is original, clear, appropriate, organized, and follows conventions of good writing (grammar, spelling, punctuation) |  |  |  |  |  |
| Blog is organized, has visual impact, correctly uses maps, photos, charts, and other images included |  |  |  |  |  |
| Quest project presentation is clear, organized, and easily heard by the audience |  |  |  |  |  |
| Annotated bibliography is included and follows MLA format, uses conventions correctly, shows a minimum of 3 resources |  |  |  |  |  |
| **Total Points – 32 possible** |  |  |  |  |  |

**Grade 6 Culture Quest**

**Blog Process Paper Rubric – Part 2**

Points

Topic choice is clearly described and explained. \_\_\_\_\_\_\_/4

Methods of and steps in researching the topic are clearly explained. \_\_\_\_\_\_\_/4

Experiences of student(s) while creating this project. \_\_\_\_\_\_\_/4

Correct spelling, punctuation, and grammar. \_\_\_\_\_\_\_/4

**Total points \_\_\_\_\_\_\_/16**

*\*Be sure to add these points to those on the previous page*.

**Grade 7 Culture Quest**

**Play**

**(Nonfiction or Historical Fiction)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Quest Project Criteria** | *Superior*  *4 points* | *Excellent*  *3 points* | *Good*  *2 points* | *Fair*  *1 point* | *Missing*  *0 point* |
| Play is historically accurate |  |  |  |  |  |
| Shows analysis of research and synthesis of information gleaned |  |  |  |  |  |
| Shows wide research |  |  |  |  |  |
| Includes primary sources |  |  |  |  |  |
| Written material is original, clear, appropriate, organized, and follows conventions of good writing (grammar, spelling, punctuation), except when dialect/vernacular is used |  |  |  |  |  |
| Performers show good stage presence; they are clear and easily understood |  |  |  |  |  |
| Props and costumes (and any music/sound effects) are historically accurate |  |  |  |  |  |
| Annotated bibliography is included and follows MLA format, uses conventions correctly, shows a minimum of 3 resources |  |  |  |  |  |
| Maintains time requirement (7-10 minutes) |  |  |  |  |  |
| Any equipment and effects are student run |  |  |  |  |  |
| **Total Points** |  |  |  |  |  |

**Grade 8 History Quest**

**VIDEO**

**(Documentary or Historical Fiction)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Quest Project Criteria** | *Superior*  *4 points* | *Excellent*  *3 points* | *Good*  *2 points* | *Fair*  *1 point* | *Missing*  *0 point* |
| Video is historically accurate |  |  |  |  |  |
| Shows analysis of research and synthesis of information gleaned |  |  |  |  |  |
| Entry is organized, visual impact is appropriate to topic |  |  |  |  |  |
| Shows wide research |  |  |  |  |  |
| Includes primary sources |  |  |  |  |  |
| Any written material is original, clear, appropriate, organized, and follows conventions of good writing (grammar, spelling, punctuation), except when dialect/vernacular is used |  |  |  |  |  |
| Video clips (from research or student developed) included are appropriate to the topic |  |  |  |  |  |
| Music, sound effects, etc. are appropriate to the topic and time of the topic |  |  |  |  |  |
| Annotated bibliography is included and follows MLA format, uses conventions correctly, shows a minimum of 3 resources. |  |  |  |  |  |
| Maintains time requirement (7-10 minutes) |  |  |  |  |  |
| Any equipment and effects are student run |  |  |  |  |  |
| **Total Points** |  |  |  |  |  |