

Task 1:

After the group has chosen a topic, students will work individually to locate three different sources of information. Each student will then write a two-sentence summary of what is in each source. One sentence should describe what kind of information is in the source, and the other should give information on the author's background and point of view (e.g., where the author is from, which side of the issue he/she supports.)

Not Yet 0-5	Progressing 6-7	Proficient 8-9	Exemplary 10	Score
Fewer than 2 sources or all internet sources. Missing summaries.	Two different sources or three sources but two are the same as other students in the group. Two internet sources. Summary that does not indicate the author's background or point of view.	Three different sources. Not more than one source the same as other students in the group. One or no internet sources. Two-sentence summary on each.	Three or more different sources. Not more than one source the same as other students in the group. One or no internet sources. Summary of each source of exceptionally thoughtful and analytical.	

Task 2:

Task 2 has two scoring guides as the task contains both an individual component and a group component.

Part 1: Individual students take informal research notes on each source, including at least three relevant pieces of information from each source.

Not Yet 0-10	Progressing 12-15	Proficient 16-18	Exemplary 19-20	Score
Notes are not present or are very incomplete.	Notes from 1 or 2 sources. Less than 3 pieces of information from some sources or some irrelevant facts listed.	Some notes from each source. 3 relevant pieces from each source.	Notes from more than 3 sources. More than 3 relevant pieces of information from one or more source; 3 from the others.	

Part 2: Working together, the group will combine their information to create a title and an outline. Students do not need to follow a specified outline format, but should organize their information effectively.

Not Yet 0-5	Progressing 6-7	Proficient 8-9	Exemplary 10	Score
No title or an inappropriate one. Outline is missing or very incomplete.	Has a title. Outline has some problems in organization. Important information from some of the students' sources is missing from the outline. Some information is not relevant to the thesis.	Has a title. Outline is well organized. Outline includes information from most of the students' sources. Information supports the thesis.	Title is creative. Outline is well organized. Outline is exceptionally thorough in presenting information from most of the students' sources. Information clearly relates to the thesis.	

Task 3:

Each group will write a persuasive essay of two pages (three pages maximum) convincing the representatives from History's Turning Points of the importance of their topic. Students should remember that they need to present evidence to support their view that the topic is significant enough to be included in the History's Turning Points documentary series. Standard writing conventions will be followed.

Not Yet 0-17	Progressing 18-23	Proficient 24-27	Exemplary 28-30	Score
Paper is less than 1 page long. Material is disorganized or inaccurate. Evidence is not related to the thesis.	Paper is more than 1 page but less than 2 pages in length. Content is limited. Organization is inconsistent, and it is unclear how the evidence relates to the thesis.	Paper is 2-3 pages. Content and organization are adequate. Evidence is presented and clearly supports the thesis.	Paper is 3 pages. Content and organization are exceptional. Paper is very convincing.	

Task 4:

Students will present their ideas to the board of History's Turning Points (class). The presentation should be done professionally (with students dressed appropriately and speaking effectively), include visuals (poster or Power Point), and last at least 3 minutes. All students must take part in the presentation.

Not Yet 0-17	Progressing 18-23	Proficient 24-27	Exemplary 28-30	Score
Presentation is less than 2 minutes. There are no visual aids. Material is very incomplete or inaccurate. Students do not appear to be prepared.	Presentation is less than 3 minutes, more than 2. Visual aids are present but ineffective. Not all students participate. Material is read to the class. Students do not speak clearly or professionally.	Presentation is 3 minutes long. Visual aids are used. All students in group participate. Students dress professionally and speak clearly. They do not read to the class. Persuasive speaking is effective.	Presentation is more than 3 minutes long. Presentation is polished and professional with all students in group participating. Visual aids are outstanding and enhance the material. Presentation is imaginative and highly persuasive.	