

# Generic History Essay Rubric: 100 Points

	40+ Excellent	30+ Good	20+ Acceptable	10+ Needs Improvement
<b>Introduction</b> <b>Conclusion, Thesis Statement and Road Map</b> (includes both) with clear map points (principles or incidents)	Introduction begins with an interesting problem, places the essay in specific time and place, begins with a broad opening statement, has a clear, accurate, and analytical thesis and a detailed road map. In addition, thesis is specific, examples and counterexamples (fully answers the question) answer all parts of the question. 20-25 Points	Introduction begins with a problem and broad opening statement and contains an acceptable thesis AND a detailed organizational statement (road map). Thesis is clear, analytical, and completely and accurately answers the question. 14-20 Points	The introduction contains a simple opening statement, an acceptable thesis and a detailed organizational statement (roadmap) Thesis is clear but simplistic or only has 2 map points (over-simplifying). 11-13 Points	The introduction does not give the reader a clear idea of the argument or it does not give the reader a roadmap. Thesis is attempted but not clear or sufficient. 00-10 Points
<b>Topic Sentences</b> solid sentences of the thesis statement (fully think)	All topic sentences are complete, accurate, specific, ANALYTICAL, clearly answer the question, clearly support the thesis, and follow the organizational pattern. 8-10 points	All topic sentences are accurate, specific, analytical, clearly answer the question, clearly support the thesis, and follow the organization pattern. 6 points	Topic sentences are accurate, support the thesis, answer the question, follow the organizational pattern, but may be vague or lack analysis. 3 points	Topic sentences are attempted but are unclear, do not clearly support the thesis, do not clearly answer the question or do not follow the established organizational pattern. 0 points
<b>Evidence</b> <b>Accurate</b> <b>Relevant</b> <b>Sufficient Amount</b>	There is an excellent amount of supporting evidence that is accurate, relevant, and clearly supports the thesis statement and topic sentences. (3-6 supporting facts per paragraph) 18-20 Points	There is a good amount of supporting evidence. The supporting evidence is accurate, relevant, and supports the thesis statement and topic sentences. (4-5 supporting facts per paragraph) 14-17 Points	There is an adequate amount of supporting evidence that is accurate and supports the thesis statement and topic sentences. (at least 3 supporting facts per paragraph) 14-16 Points	There is little supporting evidence that is accurate or connected between the evidence provided and the thesis statement and topic sentences is not clear. 02-13 Points
<b>Analysis</b> <b>Breaks Into Parts</b> <b>Explains How or Why</b>	Essay contains sophisticated and thoughtful analysis. All or most of the evidence is used to explain how or why. 18-20 Points	There is a good amount of analysis. 16-17 Points	There is some explanation of how or why. 14-16 Points	There is evidence, but no explanation of how or why. 02-13 Points
<b>Transitional Clauses</b> <b>Smooth</b>	Each body paragraph contains a transition sentence that makes a clear connection between the two paragraphs. The last body paragraph has a clincher sentence that clearly sums up the information in that paragraph. 9-10 points	1 body paragraph contains a transition sentence that makes a clear connection between the two paragraphs. The last body paragraph has a clincher sentence that clearly sums up the information in that paragraph. 8 Points	Each body paragraph contains a transition sentence that lets the reader know the topic of the next body paragraph or a clincher sentence that clearly sums up the information in that paragraph. 7 Points	Transition or clincher sentences are attempted but not clear or are incomplete. 6 Points
<b>Conclusion</b>	The conclusion clearly re-states the thesis, summarizes the main points of the essay and makes an interesting observation in the present.	The conclusion clearly re-states the thesis, summarizes the main points of the essay and mirrors the intro with repeating it	The conclusion simply re-states the thesis. 3 Points	Conclusion is attempted but not clear or is incomplete. 0 Points

\*\*\*Analysis means to break into parts or explain how or why. \*\*\*Clearly should be interpreted as free of grammatical and stylistic errors.

\*\*\*Essay should be written in the active voice and in the past tense. Do NOT use contractions; Write in the third person/ Do NOT use "I" or "you," Do-Not-Complete Sentences; X = missing or incorrect; check mark = present; TS= Topic Sentence; CS = Clincher Sentence; TR=Transitional Sentence; WC=Word Choice; RP= Re-phrasing; ASK= Sentence Structure is Askward; I = I don't understand what you are trying to say/ confusing/ not clear; ok=okay, average, could be better; 1= 1<sup>st</sup> subtopic/map point; 2= 2<sup>nd</sup> subtopic/map point; 3= 3<sup>rd</sup> subtopic/map point; AV= use the active voice; SV= subject/verb agreement

# History Research Paper Rubric High School

**Susan Ko, Steve Rossen**



## **History Research Paper Rubric High School:**

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included *Dialogue with the Past* Glenn Whitman, 2004-09-15 Oral history is a marvelous force for empowering young people with a love of history But educators today may wonder how they might use it to inspire their students while still teaching the necessary curriculum and meeting standards In *Dialogue with the Past* Glenn Whitman addresses these concerns from his own rich experience and that of many other teachers and students He helps readers understand the background and methodology of oral history guides them in creating and conducting an oral history project in the classroom and directly addresses the issue of meeting standards Peppered with useful tips examples from students and teachers and reproducible forms along with a comprehensive bibliography this book will be a vital and inspirational tool for anyone working with secondary students Visit the authors web page **Measurement and Statistics for Teachers** Malcolm Van Blerkom, 2008-10-27 Written in a student friendly style *Measurement and Statistics for Teachers* shows teachers how to use measurement and statistics wisely in their classes Although there is some discussion of theory emphasis is given to the practical everyday uses of measurement and statistics The second part of the text provides more complete coverage of basic descriptive statistics and their use in the classroom than in any text now available Comprehensive and accessible *Measurement and Statistics for Teachers* includes Short vignettes showing concepts in action Numerous classroom examples Highlighted vocabulary Boxes summarizing related concepts End of chapter exercises and problems Six full chapters devoted to the essential topic of Classroom Tests Instruction on how to carry out informal assessments performance assessments and portfolio assessments and how to use and interpret standardized tests A five chapter section on Descriptive Statistics giving instructors the option of more thoroughly teaching basic measurement constructs such as validity reliability and score reporting *Transforming Schools Using Project-Based Learning, Performance Assessment, and Common Core Standards* Bob Lenz, Justin Wells, Sally Kingston, 2015-01-08 It s not what students know but what they do with what they know that is important Schools are changing in response to this reality and in *Transforming Schools Using Project Based Learning Performance Assessment and Common Core Standards* Bob Lenz Justin Wells and Sally Kingston draw on the example of the Envision Education schools as well as other leading schools around the country to show how the

concept of deeper learning can meet the need for students who are both college and career ready and engaged in their own education In this book the authors explain how project based learning can blend with Common Core aligned performance assessment for deeper learning You ll discover how many schools have successfully made the transition from traditional teacher centered learning to project based deeper learning and find many practical ideas for implementation Companion DVD and website include videos showing how to implement deeper learning strategies in the classroom Evidence based descriptions show why deeper learning is right for students Performance assessment experts explain how to align assessments with Common Core by shifting the emphasis from knowing to doing Extensive game plan section provides step by step guidance for change Schools are complex organizations and transformation involves all of the stakeholders from students to superintendents But as this book shows there are amazing benefits to be realized when everyone commits to diving deeper into learning

**Enhancing Teaching and Learning** Jean Donham,2013-06-12 It is important for school librarians to consider the expertise of classroom teachers the position of school administrators and the beliefs and values of the community at large Striking the balance between collaboration and leadership is a key to successful implementation of an effective library program

**Raising Reading Achievement in Middle and High Schools** Elaine K. McEwan,Elaine K. McEwan-Adkins,2006-09-26 Strengthen student literacy achievement in middle and high schools In response to the No Child Left Behind Act NCLB raising literacy levels in secondary schools has taken on a new urgency Recognized literacy author Elaine K McEwan focuses her revised second edition on enhancing the five big ideas for raising reading achievement with seven cognitive strategies of highly effective readers and more than twenty research based teaching for learning tips to infuse into daily content instruction Featuring reflection and discussion questions for reinforcement this indispensable guide demonstrates how to improve students literacy with these five teacher friendly strategies Focus on changing what you can change Teach the students who can t read how to read Teach every student how to read to learn Motivate all students to read more to read increasingly more challenging books and to be accountable for what they read Create a reading culture in your school With new programs designed for adolescent learners this update provides suggestions and developmental tools to effectively strengthen reading curriculum and instruction Reading specialists special education teachers literacy coaches intervention specialists and central office administrators can also use this essential tool for evaluating middle and high school reading programs and formulating school and district improvement goals

**Resources in Education** ,2001-10 [Army JROTC Leadership Education & Training](#) ,2002

**Action! In the Classroom** Daniel R. Greenwood,2003-03-12 Today s students are attracted to video and readily engage in any project that incorporates the medium Digital video is easier to manipulate and much less expensive than analog video Students can create video content and the software can be taught in less than one hour There is great potential to employ student produced video as an educational tool and this book explains and instructs teachers how to exploit this potential This comprehensive work divided into four sections covers all aspects of

video production including foundation concepts the video production process equipment review and an appendix The companion Web site offers downloadable forms used in the book and support presentation material Features Up to date information on software and hardware for both Macintosh and Windows Details on teaching communications skills and aesthetic education and methods for evaluation Authentic methods and procedures used in the entertainment and video industry Explains how the teacher can re create a realistic video environment K 12 teachers computer coordinators directors of technology librarians and teachers in training will use the information and guidance offered to teach communication aesthetics and higher order thinking skills

**Introduction to JROTC, A Character and Leadership Development Program, Leadership Education & Training, Instructor Manual, JROTC 145-UI-IM, 2002 ,2002** *SAGE Handbook of Research on Classroom Assessment* James H. McMillan,2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp,2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching

Service Learning Sally Berman,2015-05-26 Service learning offers students the unique opportunity to learn both in the classroom and in the real world This exciting teaching strategy detailed in Berman s second edition of *Service Learning* motivates students to learn content information processes and skills while making authentic connections to their surrounding community This valuable resource explains the benefits of service learning and provides a step by step guide for using the instructional model It features nine service learning projects that are broken down into basic intermediate and advanced levels Each project features Strategies for aligning service and curricular goals Tips for involving students in decision making Guidelines for managing different phases of the project Activities that foster reflection and self evaluation Tips for differentiating by tapping into multiple intelligences In this single resource teachers will find everything they need to successfully implement service learning projects helping students gain deeper understandings of content while positively

impacting their communities      *Army JROTC Leadership Education & Training* United States. Army. Cadet Command,2002

**Taking the Lead on Adolescent Literacy** Judith Irvin,2010-02-26 Directly linked with overall student achievement graduation rates and success in higher education literacy is essential for reaching academic goals in a school or county Adolescent literacy has become the focus of many school improvement efforts to meet the needs of secondary and high school students Without the requisite expertise in literacy administrators and other school leaders charged with literacy improvement initiatives need a systemic and sustained approach for improving student literacy and learning Taking the Lead on Adolescent Literacy presents a concrete user friendly and practical guide to developing implementing and monitoring a schoolwide or county wide literacy action plan Readers will find rubrics tools and processes developed and field tested by the authors over more than 10 years of close work with schools across the country      Southeastern College Art Conference Review Southeastern College Art Conference,2003      **Conversations with the Future: Understanding ChatGPT in a**

**Changing World** Nagnath Savant, In a world increasingly shaped by artificial intelligence one innovation stands out as a true game changer ChatGPT More than just a chatbot this revolutionary conversational AI has rapidly transformed how we interact with technology work learn and create But what exactly is ChatGPT how does it work and what does its meteoric rise mean for humanity s future Authored by Nagnath Savant Conversations with the Future Understanding ChatGPT in a Changing World is your essential guide to navigating the most impactful technological breakthrough of our time This comprehensive manuscript delves deep into the origins of AI tracing the path from early rule based systems and narrow AI applications to the sophisticated large language models that power ChatGPT It illuminates the strategic decisions that led to ChatGPT s unprecedented public adoption making it the fastest growing consumer application in history Inside this insightful book you will discover The AI Landscape Before ChatGPT Understand the limitations of previous AI iterations from voice assistants like Siri and Alexa to specialized narrow AI setting the stage for ChatGPT s groundbreaking conversational capabilities The Birth of a New Interface Explore the story behind GPT 3 5 and GPT 4 and how OpenAI s decision to deploy a powerful language model through an accessible chat interface democratized AI for millions ChatGPT s Transformative Impact Learn how this AI is reshaping productivity reinventing industries unleashing creativity and revolutionizing learning in the age of dialogue Demystifying the Machine Gain a clear understanding of the underlying technology including the Transformer architecture tokens and the training processes that enable ChatGPT s remarkable abilities The Shadows and the Light Engage with critical discussions on the challenges of conversational AI including ethical considerations biases and the profound societal implications for work power and human identity in an AI driven world Beyond Chat Glimpse into the future of AI exploring the rise of AI agents and humanity s evolving role alongside increasingly intelligent machines Whether you re a tech enthusiast a professional seeking to leverage AI an educator grappling with new learning paradigms or simply curious about the forces shaping our future Conversations with the Future provides a balanced in depth and accessible exploration of

ChatGPT's profound influence. It's not just about understanding a tool; it's about understanding the future of human AI collaboration and the world it is building. Unlock the power of conversational AI and prepare for the future one conversation at a time.

**Reading with Writing in Mind** Nancy Charron, Marilyn Fenton, 2023-08-16. Reading with Writing in Mind meets the needs of school districts and teachers by providing rationale and activities that increase students' literacy skills. Relevant reading and writing standards are aligned with Common Core Standards and preface each chapter's activities. Textboxes provide adaptation ideas for students with moderate to severe special needs, English language learners, or low performing students. Readers will explore and implement reading strategies that enhance students' writing across the curriculum.

**Minutes of the Stated Faculty Meeting** Stanford University. School of Education, 2000.

**Teaching Online** Susan Ko, Steve Rossen, 2017-02-24. Teaching Online: A Practical Guide is an accessible introductory and comprehensive guide for anyone who teaches online. The fourth edition of this bestselling resource has been fully revised, maintains its reader-friendly tone, and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. New to this edition: entire new chapter on MOOCs (massive open online courses), expanded information on teaching with mobile devices, using open educational resources, and learning analytics; additional interviews with faculty case studies and examples; spotlight on new tools and categories of tools, especially multimedia. Focusing on the hows and whys of implementation rather than theory, the fourth edition of Teaching Online is a must-have resource for anyone teaching online or thinking about teaching online.

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