**Exploring the 1960s**

Global History 12

Name:

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|  | **1** | **2** | **3** | **4** |
| **Content** | Generally, the newspaper was not historically accurate. Student demonstrates an incomplete understanding of 1960s culture. | Most of the facts in the newspaper were historically accurate. Student demonstrates only a basic understanding of 1960s culture. | Newspaper relied on accurate historical facts. Student demonstrates thorough knowledge of 1960s culture. | Newspaper relied on accurate historical facts. Student demonstrates in-depth knowledge of 1960s culture and makes insightful connections. |
| **Quality of Writing** | Student needs to improve clarity and organization in their writing. Student lacks an understanding of newspaper writing conventions. Grammatical and spelling errors interfere with readers’ ability to understand what the writer is trying to communicate. | Student writing is generally organized and focused. Student shows some understanding of newspaper writing conventions. At times, grammatical and spelling errors confuse the reader. | Student writing is clear and well-developed. Student generally follows newspaper writing conventions. Student makes only a few mechanical errors that do not interfere with communication. | Student writing is purposefully designed for a newspaper format. Student skilfully uses appropriate style and conventions. Student makes almost no mechanical errors. |
| **Aesthetics** | Group newspaper is poorly organized and does not demonstrate an understanding of newspaper layout. Images and artwork are unclear or irrelevant to the newspaper content. | Group newspaper is basically organized and some conventions of newspaper layout are used. Images and artwork are not explicitly connected to the content of the newspaper. | Group newspaper is well-organized and displays an understanding of newspaper layout. Images and artwork are relevant to the content of the newspaper. | Group newspaper attracts readers through layout and overall design. Images and artwork stimulate readers’ curiosity, are visually appealing and are pertinent to the content of the newspaper. |
| **Research Skills** | Student needs to develop independent and group working skills. Student did not display efficient time management skills. Student showed little to no interaction with the resources provided. | Student generally worked well independently and with group members. Student needs to build time management skills. Student showed some interaction with the resources provided. | Student worked well independently and with group members. Student demonstrated good time management. Student interacted with resources by answering the questions provided. | Student worked well independently and with group members. Student demonstrated excellent time management. Student interacted with resources by answering the questions thoughtfully and thoroughly. |
| **Individual Project Responses** | Student did not communicate the reasons they made specific decisions for the newspaper assignment. Student did not participate sufficiently in the division of work for the group project. Student reflection on the project is superficial and/or incomplete. | Student partially communicated their rationale behind the choices they made for the newspaper assignment, although the reasons given are not explicitly connected. Student did not fully participate in the group project. Student provides a basic reflection on the project. | Student communicated their rationale behind the choices they made for the newspaper assignment, demonstrating thoughtful and logical decision-making. Student listed the tasks they took on in the group project. Student provided a meaningful reflection on the project. | Student effectively communicated their rationale behind the choices they made for the newspaper assignment, demonstrating perceptive understanding and ability to make connections. Student clearly outlined the tasks they took on in the group project. Student provided a detailed and insightful reflection on their participation in the project. |

Overall Mark: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: