

Student Performance Rubric

This rubric is intended to be applied to the overall student performance in the Teaching Civics through History (TCTH) program, including the historical lessons, current events lesson, and action project.

HISTORICAL LESSONS

(4 point maximum)

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| 4 | Student demonstrates an excellent understanding of the topic being addressed in lesson. They demonstrate understanding of the primary sources that are presented, and make connections beyond the lesson to other content or current events. |
| 3 | Student demonstrates a good understanding of the topic being addressed in lesson. They demonstrate understanding of the primary sources that are presented, but does not make connections beyond the scope of the lesson. |
| 2 | Student demonstrates an incomplete understanding of the topic being addressed in lesson. They demonstrate understanding of the general idea of the issue being presented, but not a full grasp of the nuances. |
| 1 | Student demonstrates a limited understanding of the topic being addressed in lesson. They misinterpreted or misunderstood the key theme of the lesson. |

CURRENT EVENTS LESSON

(4 point maximum)

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| 4 | Student demonstrates an excellent understanding of the topic being addressed in lesson, and makes strong connections to the historical content presented previously. |
| 3 | Student demonstrates an excellent understanding of the topic being addressed in lesson, and makes some connections to the historical content presented previously. |
| 2 | Student demonstrates a good understanding of the topic being addressed in lesson, but fails to make connections to the historical content presented previously. |
| 1 | Student demonstrates a limited understanding of the current events being addressed in lesson or how they connect to history. |

ACTION PROJECT

(12 point maximum)

Note that this rubric purposefully does not evaluate the scope of the project—the purpose of this assignment is for students to civically engage with their community outside of the classroom. This can take many different forms, and we leave it to the teacher to determine what is an appropriate scope for their students.

PLANNING

IMPLEMENTING

REPORTING

Note that teachers will be given a template for student proposal

4	<ul style="list-style-type: none"> • Proposal is clear and outlines the goals, resources, and timeline for project. • Proposal is feasible and considers logistical hurdles in advance. • Proposal reflects the content of unit – makes it clear how the project relates to voting rights / free speech. • Student draws on historical content learned in lessons to support rationale for project. 	<ul style="list-style-type: none"> • Student implements the proposal as written (to the extent possible) in a way that meets the goals they set for the project. • If they need to deviate from the proposal, the rationale is provided and proposal is amended. 	<ul style="list-style-type: none"> • Student clearly summarizes their project, including goals and activities, and reflects on how the project shifted their thinking around voting rights / free speech.
3	<ul style="list-style-type: none"> • Proposal generally outlines the goals, resources, and timeline for project. • Proposal is reasonably feasible and considers logistical hurdles in advance. • Proposal reflects the content of unit – makes it generally clear how the project relates to voting rights / free speech. • Student draws on historical content learned in lessons to support rationale for project. 	<ul style="list-style-type: none"> • Student implements the proposal as written (to the extent possible) in a way that meets the goals they set for the project. • If they need to deviate from the proposal, the rationale is provided but is not fully developed. 	<ul style="list-style-type: none"> • Student summarizes their project, including goals and activities, and reflects on how the project shifted their thinking around voting rights / free speech.

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<p>2</p> <ul style="list-style-type: none"> • Proposal vaguely outlines the goals, resources, and timeline for project. • Proposal is reasonably feasible but does not consider logistical hurdles in advance. • Proposal reflects the content of unit – makes it generally clear how the project relates to voting rights / free speech. • Student draws generally on historical content learned in lessons to support rationale for project. 	<ul style="list-style-type: none"> • Student implements most of the proposal as written in a way that meets the goals they set for the project. • If they need to deviate from the proposal, the provided rationale is not clear. 	<ul style="list-style-type: none"> • Student summarizes their project, including goals and activities, but does not reflect on how the project shifted their thinking around voting rights / free speech.
<p>1</p> <ul style="list-style-type: none"> • Proposal does not outline the goals, resources, and timeline for project. • Proposal is not reasonably feasible with the time and resources allotted • Proposal does not reflect the content of unit. • Student does not make clear connections to the historical content learned in lessons. 	<ul style="list-style-type: none"> • Student does not implement the proposal as written. 	<ul style="list-style-type: none"> • Student summary of project is insufficient and student does not address how the project shifted their thinking around voting rights / free speech.