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| **Historical Role Play : French Revolution/Napoleonic Era**Teacher Name: **Danielle Crook** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Historical Accuracy** | All historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| **Role** | Point-of-view, arguments, and solutions proposed were consistently in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were sometimes in character. | Point-of-view, arguments, and solutions proposed were rarely in character. |
| **Required Elements** | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |
| **Props/Costume** | Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better. | Student uses 1-2 props that accurately fit the period, and make the presentation better. | Student uses 1-2 props which make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |

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| **Making A Poster : French Revolution/Napoleonic Era**Teacher Name: **Danielle Crook** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Required Elements** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| **Content - Accuracy** | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| **Attractiveness** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| **Labels** | All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Labels are too small to view OR no important items were labeled. |

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| **Creative Essay : French Revolution/Napoleonic Era**Teacher Name: **Danielle Crook** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Writing Process** | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the essay wonderful. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn\'t seem to care. |
| **Focus on Assigned Topic** | The entire essay is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the essay is related to the assigned topic. The essay wanders off at one point, but the reader can still learn something about the topic. | Some of the essay is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the essay to the assigned topic. |
| **Accuracy of Facts** | All facts presented in the essay are accurate. | Almost all facts presented in the essay are accurate. | Most facts presented in the essay are accurate (at least 70%). | There are several factual errors in the essay. |
| **Requirements** | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met. | Almost all (about 90%) the written requirements were met. | Most (about 75%) of the written requirements were met, but several were not. | Many requirements were not met. |