

BREAKING FENCES PROJECT RUBRIC

US HISTORY UNIT 1

	Exceptional 6	Good 5	Adequate 4	Limited 3	Insufficient 2	No Evidence of Mastery 1	Student Grade
Site Layout & Theme	--The site has a clear and original structure, complete with many interrelated pages. Each page reflects and develops the site's theme in a distinctive way.	--The site has a clear and original structure, complete with many interrelated pages. Each page reflects the site's theme.	--The site has a clear structure, complete with some related pages. Most pages reflect the site's theme.	--The site structure is challenging to follow and includes several related pages. Few pages reflect the site's theme.	--The site structure is difficult to follow and includes several unrelated pages. A site theme is not reflected in the pages.	--The site structure is difficult to follow. The site includes one page which does not reflect a site theme.	
Compelling Element Integration	--The compelling element is clearly identified and interpretively expanded in context with many areas of the two studied events.	--The compelling element is clearly identified and interpretively expanded in context with several areas of the two studied events.	--The compelling element is clearly identified and interpreted. It is explained in context with each of the two major events studied.	--The compelling element is identified and interpreted, but does not seem to connect to the two major events studied.	--The compelling element is identified, but does not seem to connect to the two major events studied.	--The compelling element is not identified.	
Historical Foundation	--The events featured on the site are presented with great historical detail through text, many supporting images, and visual data collections. Sources are clearly identified and credited.	--The events featured on the site are presented in historical detail through text and many supporting images. Sources are clearly identified and credited.	--The events featured on the site are presented with historical text and some images. Sources are identified and credited.	--The events featured on the site are presented with gaps in historical text and images. Some sources are identified and credited.	--The events featured on the site are presented with significant gaps in historical text. Few sources are identified and credited.	--The events featured on the site are presented with major gaps in historical text. No sources are identified or credited.	
Historical Analysis	--An in-depth analysis is presented on both events, including arguments on contributing causes, influence of the surrounding culture, and lasting affects. Each argument is concretely supported by event details.	--A strong analysis is presented on both events, including arguments on contributing causes, influence of the surrounding culture, and lasting affects. Each argument includes some supportive evidence.	--An analysis is presented on both events, including arguments on contributing causes, influence of the surrounding culture, or lasting affects. Each argument includes some supportive details.	--A scattered analysis is presented on both events. The analysis focuses on contributing causes, influence of the surrounding culture, or lasting effects. Few supportive details are provided.	--A disjointed analysis is presented on one event. No supportive details are provided.	--The events are not analyzed.	
Thematic Comparisons	--Multiple thematic pickets have been identified as running through both events. These pickets are defined, explained, and utilized to create a comparison between the events. The pickets used address political, economic, cultural, and social structures of society.	--Multiple thematic pickets have been identified as running through both events. These pickets are defined, explained, and utilized to create a comparison between the events. The pickets used address several different societal structures.	--Several thematic pickets have been identified as running through both events. These pickets are utilized to create a comparison between the events. The pickets used address several societal structures.	--Several thematic pickets have been identified as running through both events. These pickets are utilized to create a comparison between the events on one societal structure.	--One thematic picket has been identified as running through both events. This picket is utilized to create a comparison between the events on one societal structure.	--No thematic pickets have been identified.	

No Element Collage Turned In: 0 Points

