

Creating a Challenge Rubric

	Excellent	Good	Fair	Poor
Challenge Type	Student chooses a challenge type that makes the solver think and engage with primary source(s) and presents an original, formulated challenge providing new insight and perspective of the chosen topic.	Student chooses a challenge type that makes the solver somewhat engage with the primary source(s) and presents an original challenge that demonstrates a clear understanding of the chosen topic.	Student chooses a challenge type that may not be the best option for the primary source(s) and presents an original challenge that demonstrates a basic understanding of the chosen topic.	Student chooses a challenge type that's a poor option for the primary source(s) or demonstrates no understanding of the chosen topic.
Uses Available Primary Source(s) Effectively	Student chooses primary source(s) that demonstrate purpose and show a cohesive connection. Completing the challenge requires higher order thinking skills.	Student chooses appropriate primary source(s). Completing the challenge requires some higher order thinking skills.	Student chooses primary source(s), but the choice may not be appropriate for the topic. Completing the challenge requires little higher order thinking skills.	Student's choice of primary sources is not appropriate for the topic. Completing the challenge requires little higher order thinking skills.
Uses Available Clues or Questions and Answers Effectively	The clues or questions and answers chosen for each primary source require the solver to look closer and think critically in order to complete the challenge.	The clues or questions and answers chosen for each primary source somewhat require the solver to look closer and think critically in order to complete the challenge.	The clues or questions and answers chosen may not be appropriate for each primary source.	The clues or questions and answers chosen are not appropriate for the primary sources.
Reflection	Student reflection demonstrates advanced learning, creative thinking, and engagement with the primary source(s) through thoughtful responses. Student reflection indicates attention to overall intention and purpose of the created challenge.	Student reflection demonstrates somewhat advanced learning, creative thinking, and engagement with the primary source(s) through thoughtful responses. Student reflection indicates some attention to overall intention and purpose of the created challenge.	Student reflection demonstrates some engagement with the primary source(s) through thoughtful responses. Student reflection indicates little attention to overall intention and purpose of the created challenge.	Student reflection demonstrates little or no engagement with the primary source(s). Student reflection indicates no attention to overall intention and purpose of the created challenge.