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Creating a Time After Time Challenge Rubric

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|  | **Excellent** | **Good** | **Fair** | **Poor** |
| Challenge Topic | Student creates an original, formulated challenge providing new insight and perspective of the chosen topic. | Student presents an original challenge that demonstrates a clear understanding of the chosen topic. | Student presents an original challenge that demonstrates a basic understanding of the chosen topic. | Student presents an unoriginal challenge that demonstrates little or no understanding of the chosen topic. |
| Uses Primary Sources Effectively | Student chooses primary sources that demonstrate purpose. Completing the challenge requires higher order thinking skills. | Student chooses primary sources that somewhat demonstrate purpose. Completing the challenge requires some higher order thinking skills. | Student chooses primary sources that somewhat demonstrate purpose and intent. | Student chooses primary sources that do not clearly demonstrate purpose and intent. |
| Uses Available Clues Effectively | The clues chosen for each primary source require the solver to look closer and think critically in order to complete the challenge. | The clues chosen for each primary source somewhat require the solver to look closer and think critically in order to complete the challenge. | The clues chosen may not be appropriate for each primary source. | The clues chosen are not appropriate for each primary source. |
| Sequencing and Periodization | The overall challenge shows a cohesive connection about change/continuity over time and/or process. Student clearly demonstrates advanced learning and creative thinking about the topic. | The overall challenge shows a somewhat cohesive connection about change/continuity over time and/or process. Student demonstrates knowledge about the topic. | The overall challenge does not have a cohesive connection. Student demonstrates basic or little understanding of the challenge material. | The overall challenge does not have a cohesive connection. Student demonstrates little or no understanding of the challenge material. |