

Grading Rubric: Ethics & Religious Culture Mini-project #2.1: Important Events During the Civil Rights Movement between 1950-1970 Presentation *Secondary IV- Ethics & Religious Culture*



• Student name(s): _____ Group: 406-_____

Category	Above / Exceeds expectations	Clearly Meets Requirements	Meets requirements to a limited extent	Below the requirements	Well below the requirements
	10-9	8-7	6-5	4-3-2-1	0
In point form: Students describe the 'Where' of the important Civil Rights Movement event	-Students provide accurate facts to describe the location(s) of the important Civil Rights Movement between 1950-1970 -The students give a detailed description of the location(s) of the important Civil Rights Movement event between 1950-1970	-Students provide mostly accurate facts to describe the location(s) of the important Civil Rights Movement between 1950-1970 -The students give a mostly detailed description of the location(s) of the important Civil Rights Movement event between 1950-1970	-Students provide somewhat accurate facts to describe the location(s) of the important Civil Rights Movement between 1950-1970 -The students give a somewhat detailed description of the location(s) of the important Civil Rights Movement event between 1950-1970	-Students provide some information on the location(s) of the important Civil Rights Movement between 1950-1970. However, many details are missing or the facts are somewhat inaccurate.	The students did not provide the required information

Comments: _____

	10 - 9	8 - 7	6-5	4-3-2-1	0
In point form: Students describe the 'Who' of the important Civil Rights Movement event	-Students provide accurate facts to describe the people/groups involved in the important Civil Rights Movement between 1950-1970 -The students give a detailed description of the people/groups involved in the important Civil Rights Movement event between 1950-1970	-Students provide mostly accurate facts to describe the people/groups involved in the important Civil Rights Movement event between 1950-1970 -The students give a mostly detailed description of the people/groups involved in the important Civil Rights Movement event between 1950-1970	-Students provide somewhat accurate facts to describe the people/groups involved in the important Civil Rights Movement event between 1950-1970 -The students give a somewhat detailed description of the people/groups involved in the important Civil Rights Movement event between 1950-1970	-Students provide some information on the people/groups involved in the important Civil Rights Movement event between 1950-1970. However, many details are missing or the facts are somewhat inaccurate.	The students did not provide the required information

Comments: _____

	10 - 9	8 - 7	6-5	4-3-2-1	0
In point form: Students describe the 'Why' of the important Civil Rights Movement event	-Students use detailed facts to accurately describe why this important Civil rights Movement event took place. Including the specific injustices that this movement was fighting against	-Students use somewhat detailed facts to accurately describe why this important Civil rights Movement event took place. Including the specific injustices that this movement was fighting against	-Students use somewhat detailed facts that are somewhat accurate to describe why this important Civil rights Movement event took place. Including the specific injustices that this movement was fighting against	-Students use some facts that are somewhat accurate to describe why this important Civil rights Movement event took place. Including the specific injustices that this movement was fighting against	The students did not provide the required information

Comments: _____

	10 - 9	8 - 7	6-5	4-3-2-1	0
In point form: Students describe the 'What' of the important Civil Rights Movement event	-Students use accurate facts to describe what happened during the important Civil Rights Movement event with detail. Including specific actions taken to combat the injustices against African Americans AND any resistance towards these actions.	-Students use somewhat accurate facts to describe what happened during the important Civil Rights Movement event with detail. Including specific actions taken to combat the injustices against African Americans AND any resistance towards these actions. there may be some information missing.	-Students use somewhat accurate facts to describe what happened during the important Civil Rights Movement event with some detail. Including specific actions taken to combat the injustices against African Americans AND any resistance towards these actions. There is several important pieces of information missing.	-Students use some facts to describe what happened during the important Civil Rights Movement. However, there are many important pieces of information missing AND/OR the facts used are not accurate.	The students did not provide the required information

Comments: _____

	10 - 9	8 - 7	6-5	4-3-2-1	0
In point form: Students describe the results of the important Civil Rights Movement event	-Students use accurate facts to describe the results of the important Civil Rights Movement event with detail. Including specific rights/freedoms gained by African American because of this event. OR the students indicate if no rights were gained and explain with accurate facts, why no rights/freedoms were gained.	-Students use somewhat accurate facts to describe the results of the important Civil Rights Movement event with detail. Including somewhat specific rights/freedoms gained by African American because of this event. OR the students indicate if no rights were gained and explain with somewhat accurate facts, why no rights/freedoms were gained	-Students use somewhat accurate facts to describe the results of the important Civil Rights Movement. Including somewhat specific rights/freedoms gained by African American because of this event. OR the students indicate if no rights were gained and explain with somewhat accurate facts, why no rights/freedoms were gained. Some important information is missing	-Students use a few somewhat accurate facts to describe the results of the important Civil Rights Movement. Including somewhat specific rights/freedoms gained by African American because of this event. OR the students indicate if no rights were gained and explain with somewhat accurate facts, why no rights/freedoms were gained. A lot of important information is missing	The students did not provide the required information

Comments: _____

	10 - 6	5-1	0		
In point form: Students give their opinion about the important Civil Right Movement event	-Students explain in a thoughtful manner, why they think the event they chose played a large role in the Civil Rights Movement as a whole. -Students use detailed accurate facts to help explain their opinions and/or refer to other portions of the essay to help develop their ideas. -In addition, students write 5-6 sentences about what they have learned about the Civil Rights Movement while working on this project.	-Students explain in a thoughtful manner, why they think the event they chose played a large role in the Civil Rights Movement as a whole. -Students use some facts to help explain their opinions and/or refer to other portions of the essay to help develop their ideas. -In addition, students write a couple of sentences about what they have learned about the Civil Rights Movement while working on this project.	The students did not provide the required information.		

Comments: _____

	10 - 9	8-6	5-1	0	
Students include 11-12 documents in their presentation	-Students include 11-12 documents in their presentation that thoughtfully reflect the topic they chose -The documents are accurate; they represent the event chosen by the students and NOT another event during the Civil Rights Movement	-Students include less than 11 but more than 5 documents in their presentation that thoughtfully reflect the topic they chose -The documents are mostly accurate; not all of the documents represent the event chosen by the students	-Students include 1-4 documents in their presentation that thoughtfully reflect the topic they chose -The documents are somewhat inaccurate; more than half are not accurate	The students did not provide the required information.	

Comments: _____

	10 - 6	5-1	0		
Students create a Chicago Style bibliography /works cited at the end of their presentation	-Students properly use Chicago style citations to provide a Chicago Style bibliography/works cited slide at the end of the presentation (as indicated by Mr.O'Neill and the examples provided to the students)	-Students use Chicago style citations to provide a Chicago Style bibliography/works cited slide at the end of the presentation(as indicated by Mr.O'Neill and the examples provided to the students). However, some formatting and/or lack of information is found in the citations used by the students.	The students did not provide the required information.		

Comments: _____

Resume Grade: / 80 = / 100

Overall comments:
