Teaching American History Rubric for Lesson and Unit

Criteria	4/ Exemplary	3/ Proficient	2/ Adequate	1/ Inadequate
Integrates	Effectively uses	For the most part	Uses some	Does not use
content	historical content	effectively uses	historical content	historical
knowledge	from TAH	historical content	from TAH	content from
8	workshops, site	from TAH	workshops, site	TAH
40%	visits and readings;	workshops, site	visits and	workshops, site
1070	establishes an	visits and readings;	readings; some	visits and
	accurate historical	establishes an	evidence of	readings; little
	context; provides a	accurate historical	accurate historical	or no evidence
	coherent narrative;	context; provides a	context and	of historical
	and includes	coherent narrative;	coherent narrative;	context,
	multiple	and includes	and includes some	coherent
	perspectives.	multiple	perspectives.	narrative, or varied
		perspectives.		
Selects and	Selects and uses	Most of lesson	Some use of high	perspectives. Primary sources
	high quality online	reflects use of high	quality online	are not of high
uses	primary sources that	quality online	primary sources	quality, are not
online	are placed in	primary sources that	that are placed in	online, or are
primary	historical context	are placed in	historical context	not included. No
sources	and integrated into	historical context	and integrated into	guiding
	the lesson/unit;	and integrated into	the lesson/unit;	questions
25%	provides guiding	the lesson/unit;	limited use of	provided for
	questions for	provides some	guiding questions	students.
	students to use with	guiding questions	for students.	
	primary sources.	for students to use		
		with primary		
		sources.		
Selects and	Effectively selects	For the most part	Evidence of one or	Little or no
uses	and uses teaching	lesson/unit includes	two of:	evidence of
engaging	strategies that:	strategies that	Active	engaging
teaching	require active	reflect active	participation,	teaching
strategies	student	participation,	developmental	strategies.
	participation, are	developmental	appropriateness or	
20%	developmentally	appropriateness and differentiated	differentiated instruction.	
	appropriate, and differentiate	instruction.	ilistruction.	
	instruction for a	instruction.		
	range of learners.			
	range of feathers.			
Selects and	Selects and	For the most part,	Some history	History
uses	effectively uses	history standards	standards are	standards are
standards	history standards	are well selected	effectively used	poorly selected
of	that incorporate both	and used, and are	and incorporated.	and used.
Learning	content and skill	integral to the		
(SOLs)	objectives; SOLs are	lesson/unit.		
(SOLS)	integral to the			
10%	lesson/unit.			
Template	Lesson/unit reflects	Lesson/unit reflects	Lesson/unit	Template not
Template	a full understanding	understanding of the	reflects partial	well used or not
5%	of the lesson/unit	lesson/unit	grasp of the	used at all.
370	template.	template.	lesson/unit	Door at an
	1	1	template.	
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