

## Teaching American History Rubric for Lesson and Unit

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Integrates content knowledge 40%	Effectively uses historical content from TAH workshops, site visits and readings; establishes an accurate historical context; provides a coherent narrative; and includes multiple perspectives.	For the most part effectively uses historical content from TAH workshops, site visits and readings; establishes an accurate historical context; provides a coherent narrative; and includes multiple perspectives.	Uses some historical content from TAH workshops, site visits and readings; some evidence of accurate historical context and coherent narrative; and includes some perspectives.	Does not use historical content from TAH workshops, site visits and readings; little or no evidence of historical context, coherent narrative, or varied perspectives.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