

### Black Women and Their Bodies: Final Project Rubric

<b>Source Analysis:</b> <i>Select and examine a source as a basis of inquiry about the past.</i>	Source analysis shows a deep understanding of the elements of the source along with the possible nuances.	Source analysis shows an understanding of the elements of the source, along with its purpose.	Source analysis shows a simplistic understanding of the basic elements of the source.	Source analysis shows little or no understanding of the source.
<b>Source Context:</b> <i>Clearly pinpoint the key issues of the time period that help establish context for your source.</i> → What key dates, people, events, phenomena need to be explained in order to understand the document?	Response shows a detailed, yet succinct understanding of the <i>relevant</i> factors that shape the historical period under investigation.	Response shows an understanding of some relevant factors that shape the historical period under investigation.	Response attempts to explain the historical period under investigation, but with broad statements or with only limited accuracy.	Response fails to address the historical period under investigation or does so with numerous errors or omissions.
<b>Argument (Claims):</b> <i>Create a lens that interprets the assignment and develops a unique answer.</i> → Claims should not be facts, they should be interpretations. → Claim should connect the past to present.	Claims display thoughtful consideration of the assignment and are original, interpretive responses.	Claims address the assignment and are an interpretive response but may be simplistic.	Claims attempt to address the assignment and/or may attempt at an interpretative response.	Claims retell historical events, but fail to produce an argument.
<b>Evidence:</b> <i>Select relevant evidence that supports, but does not restate, your argument.</i> → Identify evidence (historical and contemporary) that demonstrates an aspect of your argument..	Supporting evidence is historically defensible and <u>best</u> supports and clearly advances the supporting claims.  Supporting evidence offers an astute contemporary connection to the historical evidence.  Effectively introduces a source and recognizes its credibility	Supporting evidence is historically defensible and mostly advances these supporting claims.  Supporting evidence offers a contemporary connection to the historical evidence.  Effectively introduces a source and recognizes its credibility	Supporting evidence attempts to support the claims but may fall short or simply restates facts.  Supporting evidence attempts to offer a contemporary connection to the historical evidence.  May attempt to introduce a source but fails to show understanding of its credibility	May lack supporting evidence or supporting evidence shows very little or no evidence of understanding.  There is little connection between the historical and contemporary documents.  Response fails to show understanding of source credibility

<p><b>Analysis:</b> <i>Analyze why your evidence proves your argument.</i></p> <ul style="list-style-type: none"> <li>→ What is the significance? Think about what is demonstrated, changed, informed, or revealed by your evidence.</li> <li>→ Where in the evidence is this significance revealed? (Close read the evidence, picking keywords, ideas, phrases from the evidence that prove your significance.)</li> <li>→ Interpret how your significance advances your claim. Why do the two go together? Why is your evidence reflective of your claim?</li> </ul>	<p>Analysis offers key insights about what is demonstrated, changed, informed or revealed by the evidence.</p> <p>Analysis adeptly interprets, with original language, why the evidence supports the argument.</p> <p>Analysis ties all the evidence back to the claim.</p>	<p>Analysis offers some insights about what is demonstrated, changed, informed or revealed by the evidence.</p> <p>Analysis interprets why the evidence supports the argument.</p> <p>Analysis ties most of the evidence back to the claim.</p>	<p>Analysis offers very few insights about what is demonstrated, changed, informed or revealed by the evidence.</p> <p>Analysis offers limited interpretation about why the evidence supports the argument.</p> <p>Analysis attempts to tie the evidence back to the claim but may not do so clearly.</p>	<p>Response retells historical events without analysis.</p> <p>Analysis offers no insight about what is demonstrated, changed, informed or revealed by the evidence.</p> <p>Analysis lacks interpretation about why the evidence supports the argument.</p>
<p><b>Communication/Structure:</b> <i>Use concise language and clearly structured speaking and writing.</i></p> <ul style="list-style-type: none"> <li>→ Follows assigned writing structure.</li> <li>→ Writes with clear grammar, usage and mechanics.</li> <li>→ Uses clear word choice and a unique voice that sets a tone that supports the historical context of your writing.</li> </ul>	<p>Clearly structured presentation, including clear grammar, usage and mechanics.</p> <p>Choice of words/information is deliberate and delivery in tone is detailed and carefully targeted.</p>	<p>Mostly structured presentation, including mostly clear grammar, usage and mechanics.</p> <p>Choice of words/information is clear, and is targeted.</p>	<p>Presentation lacks structure in some areas or may have errors in grammar, usage and mechanics.</p> <p>Choice of words/information is not always clear, and is not always targeted.</p>	<p>Presentation lacks structure and has errors in grammar, usage and mechanics.</p> <p>Choice of words/information is unclear, and is not targeted.</p>
<p><b>Creativity and Innovation:</b> Produce a final product that demonstrates imagination and creativity.</p> <ul style="list-style-type: none"> <li>→ Creates an innovative presentation</li> <li>→ Uses unique language and ideas.</li> <li>→ Uses images and creative expression in presentation.</li> </ul>	<p>Student has taken the technique being studied and applied it in a way that is totally their own. The student's personality/voice is evident in the project's design.</p>	<p>Student has taken the technique being studied and has used source material as a focal point.. The student has applied some innovation and creativity in presenting the topic.</p>	<p>Student has demonstrated limited evidence of originality or creativity, but has completed all aspects of the assignment.</p>	<p>Little effort or creativity has been demonstrated in the assignment.</p>