

**Cumberland River Valley Consortium
Teaching American History
Rubric**

Unit Plan with 5 Lesson Plans 50 Points		The teacher demonstrates limited content knowledge in selecting activities for the unit.	The unit activities, resources, and assessment methodology provide evidence of the teacher's content knowledge but lack multiple perspectives.	Teacher's content knowledge is evident by the types of activities that accurately take into account the historical context and multiple points of view and will enhance the student's understanding
		Teacher occasionally uses strategies that will engage students in historical thinking to raise questions and goes beyond the facts presented in textbooks.	Teacher frequently uses strategies that engage students in historical thinking to raise questions and go beyond the facts presented in textbooks.	Teacher consistently uses strategies that engage students in historical thinking raising questions that go beyond the facts presented in their textbooks. The lessons in the unit encourage students to examine the historical record and create well-researched historical arguments.
		Textbooks are the primary resource in teaching the unit along with limited use of primary source materials and artifacts. Local history sources are not used. The teaching styles are not varied and do not provide opportunities to engage interactively with the content or primary sources.	Textbooks are used and the teacher provides students with opportunities to examine the historical record themselves. Unit activities encourage students to frequently use primary sources, artifacts, and local history sources to stimulate discussion and research. There is limited evidence of a variety of teaching styles included.	Textbooks are a foundation, but the unit strategies go beyond the textbook. Activities encourage students to consult documents, journals, artifacts, local history sources, works of art, quantitative data, and other evidence from the past in creative ways. There is evidence of a variety of teaching styles including didactic/lecture format, fact-based questioning, hands-on/project based, and dialogue or discussion strategies.
		Technology is incorporated into the unit for occasional use by students and is limited in the variety of tools available. Use of and the importance of technology in the unit is unclear. The activities take little advantage of publishing, communication, and research capabilities of technology.	Teacher frequently integrates technology such as video, CD-Rom, computer software, and the Internet into the unit of instruction. Students have some opportunity to use the technology to gather historical information and give presentations. The unit involves using computers as a research tool, publishing tool, and/or communication tool.	Teacher consistently integrates technology into the unit of instruction. Multimedia resources such as videos, sound recordings, CD-Rom, computer software as well as the Internet are used to examine this period in history. Students use technology to gather, analyze, and present historical information to support multiple points of view. Use of technology enhances curriculum by using the computer as a research tool, a publishing tool, and a communication device.
Assessment and Evaluation 15 Points		There is a limited attempt to relate the material in the unit to the pre and post assessment methods. If rubrics are used,	The unit contains pre and post assessment but uses repetitive types of formative assessment. The evaluation	Assessment is included in the unit. Unit objectives, teaching methods, and assessment are linked.

		<p>they do not give specific guidance to know what quality work looks like. The assessment is missing or not appropriate to the content.</p>	<p>methods are linked to the curriculum but are limited in ways that measure and support learning. If rubrics are used they give some guidance to students in evaluating their work but lack detailed guidelines.</p>	<p>Students use primary source material as part of the evaluation process. A variety of strategies are used during the pre, formative, and summative evaluation process such as rubrics, checklists, tests, journals, and interviews. If rubrics are used they effectively distinguish among levels of performance and guide students in evaluating their work. The assessment is directly related to the content and provides strong evidence of student growth during the unit.</p>
<p>Bibliography 15 Points</p>		<p>Insufficient bibliography with limited resources with little variety.</p>	<p>Bibliography has at least six annotated sources with a variety of types of sources including secondary sources and primary sources from books, journals, the Internet, and other sources.</p>	<p>Has 6 annotated sources including 2 books, 2 internet sources, and 2 other sources and included a minimum of 5 other sources which may come from books, journals, the Internet, and other sources. The sources will include both primary and secondary sources.</p>