

Sample PUHSD Honors Social Studies Performance Based Project Rubric

	Exceeds 4	Meets Expectations 3	Approaching 2	Needs Specific Improvement 1	No Evidence 0
Performance Based Projects:					
Analyzing Essential Question	Shows multiple understandings of central aspects of the Essential Question by identifying in detail what needs to be known to answer it and considering various possible points of view on it. Has follow-up questions that focus or broaden inquiry. Asks follow-up questions that show understanding of the Essential Question.	Shows understanding of the Essential Question by identifying in detail what needs to be known to answer it and considering various points of view. Has follow-up questions that broaden inquiry. Asks follow-up questions to gain understanding of the Essential Question.	Identifies a few aspects of the Essential Question, but may not see complexities or consider various points of view. Has a follow up question about the topic, but does not dig deep.	Sees only the basic, or one point of view on, the Essential Question Does not have a follow up question about the topic or addresses another view.	
Use of Evidence	Applies arguments for possible answers to the Essential Question by assessing whether reasoning is valid and evidence is relevant and sufficient. Justifies choice of criteria used to evaluate ideas, revises inadequate drafts and explains why they will better meet evaluation criteria.	Evaluates arguments for possible answers to the Essential Question by assessing whether reasoning is valid and evidence is relevant and sufficient. Justifies choice of criteria used to evaluate ideas, revises inadequate drafts and explains why they will better meet evaluation criteria.	Recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Essential Question Evaluates and revises ideas based on incomplete or invalid criteria.	Accepts arguments for possible answers to the Essential Question without considering whether reasoning is valid. Uses evidence without considering how strong it is. Relies on "gut feeling" to evaluate ideas (does not use criteria).	
Gather & Evaluate Information	Consistently integrates relevant and sufficient information to address the Essential Question. Gathered from multiple and varied sources. Thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias)	Sometimes integrates relevant and sufficient information to address the Essential Question. Gathered from multiple and varied sources. Thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias)	Attempts to integrate information to address the Essential Question, but it may be too little, too much, or gathered from too few sources. Some information may not be relevant. Understands that the quality of information should be considered, but does not do so thoroughly.	Is unable to integrate information to address the Essential Question. Gathers too little, too much, or irrelevant information, or from too few sources. Accepts information at face value (does not evaluate its quality)	

**A performance objective repeated verbatim from year to year. It is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations. **

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Organized	Meets all requirements for what should be included in the presentation. Has a concise and interesting introduction and conclusion. Organizes time well; no part of the presentation is too short or too long.	Meets most requirements for what should be included in the presentation. Has a clear and interesting introduction and conclusion. Organizes time well. No part is too short or too long.	Meets some requirements for what should be included in the presentation. Has an introduction and conclusion, but they are not clear or interesting. Generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea.	Does not meet requirements for what should be included in the presentation. Does not have an introduction and/or conclusion. Uses time poorly; the whole project /presentation, or a part of it, is too short or too long.	
Correct APA /MLA format	Always accurate and complete.	Accurate and complete.	Somewhat accurate and mostly complete.	Inaccurate or missing multiple components.	
Works as a team (if applicable)	All team members participate for about the same length of time. All team members are able to answer questions about the topic as a whole, not just their part of it.	Most team members participate for about the same length of time. Most team members are able to answer questions about the topic as a whole, not just their part of it.	A few team members participate, but not equally.	Not all team members participate; only one or two speak	

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