Mesopotamia Assessment Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Understanding of learning goals (topic questions)** | **4**  Took understanding past expectations | **3** Got It! | **2** Getting There | **1**  Does not understand the topic |
| **Farming and Jobs –**  How did domestication make the civilization stronger?  How did specialization change the way people accomplished tasks? Why was irrigation so important? | Understood and provided examples of how domestication and specialization affect our lives today | Understood domestication and specialization – defined and provided examples | Defined OR gave examples of domestication and specialization but did not do both | Did not completely understand domestication and specialization OR confused with technology |
| **Government –**  How was Mesopotamia’s government organized? (social structure)  How did Hammurabi change how government was conducted?  Compare some of Hammurabi’s rules with today’s rules. | Understood the impact of laws and how they relate to today – Deeply compared gov’t in Mesopotamia to today’s gov’t | Understood the social pyramid – Understood Hammurabi’s role in organizing gov’t – Compared at least 2 of Hammurabi’s rules with today’s rules | Provided knowledge of social pyramid and Hammurabi’s role Compared at least 2 of Hammurabi’s rules with today’s rules | Did not provide enough examples of the topic or was confused about how government was conducted |
| **Geography –** Why did the civilization choose the location? What are the geographic features?How are people/events affected by the geography?What resources were available? | Did additional research beyond the expectation – deep understanding of the person/place | Created an interesting analysis of an important Mesopotamian figure or place | Did not choose just one figure OR provided simple information on person/place | Did not provide enough information to explain the person/place |
| **Daily Life –** What was daily life like?How did beliefs influence aspects of culture?How is today's society comparable to their ancient counterparts? | Provided an in depth look into daily life – completed outside research | Provided an in depth look into daily life – discussed all 3 questions concerning the culture | Discussed 2 questions concerning daily life OR skimmed the surface of many aspects | Did not provide a thorough understanding of daily life (0-1 aspects) |
| **Economy–**  How did economy relate to geography?  How did society distribute the resources?  How did people acquire goods?  How did availability and scarcity affect them? | Created a deep discussion about trade using trade vocabulary | Discussed trade while providing at least 4 features of the trade/barter system | Provided 2-3 features of the trade/barter system | Did not provide enough features of the trade/barter system (0-1) |
| **Technology –**  What types of technology did Mesopotamia have and did it improve their civilization? How was technology used to address society's problems or issues? | Showed a deep knowledge of technology - improved the culture -expanded on each invention | Provided a variety (4+)of inventions and expanded on them | >3 inventions and expanded on them OR provided 4+ inventions but did not expand them | Provided less than 3 inventions AND did not expand on them |

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| **Research Learning Goals** | 4 – Has taken understanding past expectations | 3 – Got It! | 2 – Getting There | 1 – Does not understand the learning goal |
| **Note cards –** | Completed 16+ note cards (or separate features) – detailed yet bulleted information – | Completed 10-15 note cards (or separate features) – detailed yet bulleted information | Completed less than 10 note cards (or separate features) OR did not provide details OR wrote in complete sentences | Completed less than 10 note cards (or separate features) AND did not provide details OR wrote in complete sentences |
| **Citations –** |  | Cited every card with source and copyright date | Cited most of the cards with source and copyright date | Cited minimal cards or no cards at all |
| **Organization –** |  | Research folder was set up according to directions – cards were organized in correct envelope |  | Research folder was not set up according to directions OR cards were not organized in correct envelope |
| **Level and accuracy of research** | Level of research was deep – completed research outside of class | Research was complete and accurate | Research was occasionally sparse – some research was inaccurate | Research was limited OR research was consistently inaccurate |
| **Research information presented on project according to directions–** | Took the project beyond expectations – added features to the project – added unique information to project | Created the project according to directions – substantial information was presented | Created the project according to directions OR substantial information was presented | Did not create the project according to directions AND did not provide enough information on the project |
| **Neatness/Creativity –**  Does not count toward grade | The project was extremely neat and over-creative – the student went above the expectation | The project was neatly done – in color (if applicable) – typed (if applicable) – included pictures and detailed (if applicable) | The project was occasionally sloppy OR the project did not provide necessary details: color/pictures/typing/etc. | The project was not neat and did not provide the details necessary to be considered creative |
| **Notes:** | 4 | 3 | 2 | 1 |