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| GE’s | 4- Distinguished | 3- Proficient | 2- Partially Proficient | 1. Below |
| **H & SS3-4:10**  **Students show understanding of past, present, and future time by…**   * Identifying an important event in their communities and/or Vermont, and describing a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927, and as a result communication systems have changed to warn people.).   **H&SS5-6:10**  **Students show understanding of past, present, and future time by…**   * Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event. | Describes the background of the  conflict including **all** of the  following:  • who was involved in the  conflict,  • what the conflict was,  • when the conflict took place, and  • where the conflict took place.  • Identifies causes and effects of the conflict. | Provides background on the  conflict by describing **three** of  the following:  • who was involved in the  conflict,  • what the conflict was,  • when the conflict took  place, and  • where the conflict took  place.  • Identifies causes and effects of the conflict. | Describes the background of the  conflict including **two** of the  following:  • who was involved in the  conflict,  • what the conflict was,  • when the conflict took place, and  • where the conflict took place.  • Identifies causes and effects of the conflict. | Describes the background of the  conflict including **one** of the  following:  • who was involved in the  conflict,  • what the conflict was,  • when the conflict took place, and  • where the conflict took place.  • Identifies causes and effects of the conflict. |
| Research  **Students conduct research by…**   * Referring to and following a plan for an inquiry. * Locating relevant materials such as print, electronic, and human resources. * Applying criteria from the research plan to analyze the quality (e.g., credibility of a [web site](http://go-advertising.com/?go=web+site)) and quantity (e.g., minimum number of sources) of information gathered. * Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases. (e.g., recording relevant details of a historical or geographical landmark).   Citing sources. | Independently seeks relevant materials such as print, electronic, and human resources. There are at least 3 sources of information (one must be a primary source) documenting both sides of the conflict. Independently collects relevant evidence from sources in the form of note cards, voice recorders, videos, journals or databases related to their conflict. | Independently seeks relevant materials such as print, electronic, and human resources. There are 2 sources of information (one must be primary) documenting both sides of the conflict. With little assistance student can independently collects relevant evidence from sources in the form of note cards, voice recorders, videos, journals or databases related to their conflict. | Requires assistance to find relevant materials such as print, electronic and human resources and/or 1 source of information documenting the conflict or only one side represented. Requires assistance to collect relevant evidence from sources in the form of note cards, voice recorders, videos, journals, or databases related to their conflict. | Requires frequent assistance to find relevant materials such as print, electronic and human resources. There is not enough research to support the conflict. Evidence may or may not be connected closely with conflict. |
| Presentation/Technology  **H & SS 5-6:7**  **Students communicate their findings by…**   * Developing and giving oral, written, or visual presentations for various audiences. * Soliciting and responding to feedback. * Pointing out possibilities for continued or further research. | Clearly presents the conflict with many relevant facts, supporting details, and/or explanations. A clear voice, good eye contact and tone are noticeably present and engage the audience throughout the presentation. | Presents the conflict with relevant facts and some details and/or explanations. Voice, eye contact and/or tone are present but aren’t used effectively. | Presents the conflict with limited facts and supporting details. Voice, eye contact, and/or tone distract from the presentation. | Presents the conflict from only one side using limited details, and explanations. Eye contact, clear voice and tone are not present. |
| Technology enhances presentation; product shows a large amount of original thought and ideas are creative and inventive | Technology supports presentation; product shows some original thought. Work shows new ideas and insights | Technology distracts from the presentation, and there is little evidence of original thinking. | No technology or limited technology is used. Creativity is not present. |
| Effective Group Participation  **H &SS 3-4/ 5-6:**  Students act as citizens by…   * Demonstrating positive interaction with group members * Identifying problems, planning and implementing solutions in the classroom, school or community. | Group delegates tasks and shares responsibility effectively all of the time. | Group delegates tasks and shares responsibility effectively most of the time. | Group delegates tasks and shares responsibility effectively some of the time. | Group often is not effective in delegating tasks and/or sharing responsibility. |