

Grading Rubric for In-Class Presentations

	Emerging (1 pt)	Developing (2 pts)	Proficient (3 pts)	Exemplary (4 pts)
<p>Source Identification and Citations (Questions 1&2)</p>	<p>Explicitly identifies only 1 article and cites and no quotations or explicit examples from the article.</p>	<p>Explicitly identifies only 1 article and cites only 1-2 quotations or explicit examples from the articles.</p>	<p>Explicitly identifies 1-2 articles and cites 2-3 quotations or explicit examples from the articles, or only cites evidence from one article.</p>	<p>Explicitly identifies 2-3 articles and cites 3-5 quotations or explicit examples from all articles.</p>
<p>Context (Question 3)</p>	<p>Demonstrates little to no attempt to provide historical context (from newspaper or broader US history) for article(s).</p>	<p>Demonstrates some attempt to provide historical context (from newspaper or broader US history) for article(s) but does not demonstrate full understanding of context.</p>	<p>Applies prior and new knowledge to provide historical context (from newspaper or broader US history) for article(s). Applies historical context in limited capacity to interpretation of article.</p>	<p>Applies prior and new knowledge to provide historical context (from newspaper or broader US history) for article(s). Uses the setting to interpret sources within historical context rather than modern-day mindset.</p>

<p>Critical Analysis of Source (Questions 1, 3, 4)</p>	<p>Demonstrates little to no attempt to analyze articles for information on student life, Black education, or Catholic women religious.</p>	<p>Demonstrates some attempt to analyze articles for information on student life, Black education, or Catholic women religious, but relies predominantly on observational rather than interpretive analysis.</p>	<p>Demonstrates proficient analysis of articles regarding information on student life, Black education, or Catholic women religious by considering SOAPStone components.</p>	<p>Provides excellent analysis of articles for information regarding student life, Black education, or Catholic women religious by considering SOAPStone components in conjunction with historical context, and overall historical significance.</p>
<p>Significance/ Implications (Question 5)</p>	<p>Demonstrates little to no attempt to relate chosen article(s) back to overall theme of week (Civil Rights and Black education).</p>	<p>Demonstrates some attempt to relate chosen article(s) back to overall theme of week (Civil Rights and Black education) by referencing theme once in general terms.</p>	<p>Adequately relates chosen article(s) back to overall theme of week (Civil Rights and Black education) by referencing the theme at multiple points in conjunction with certain pieces of evidence.</p>	<p>Fluidly relates all points back to overall theme in order to create cohesive reflection that suggests understanding of broader contexts, arguments, and significance.</p>