

Postcard Writing and Response Rubric

CATEGORY	5	3	1	0
Content Accuracy	The letter contains 2 or more accurate facts about the topic, including a recreational and/or educational activity and a geographic, scenic explanation of postcard.	The letter contains 2 accurate facts about the topic.	The letter contains 1 accurate fact about the topic.	The letter contains no accurate facts about the topic.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Response	The response includes an opinion about what was written as well as an explanation.	The response includes an opinion with little detail.	The response is brief and uninformative.	Student made no response

POPULIST/PROGRESSIVE CHAUTAUQUA

HISTORICAL ROLE PLAY

CATEGORY	5	3	2	0
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required for a 3-5 minute speech.	Student included all information that was required for a 3-5 minute speech.	Student included most information that was required for a 3-5 minute speech.	Student included less information than was required; did not meet time requirements.

POPULIST/PROGRESSIVE CHAUTAUQUA

POSTER ADVERTISEMENT(S)

CATEGORY	5	3	2	0
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.

POPULIST/PROGRESSIVE CHAUTAUQUA

ENTERTAINMENT: Art and music

CATEGORY	5	3	2	0
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics/Lyrics - Relevance	All graphics/lyrics are related to the topic and make it easier to understand.	All graphics/lyrics are related to the topic and most make it easier to understand.	All graphics/lyrics relate to the topic.	Graphics/lyrics do not relate to the topic.

Content - Accuracy	At least 5-6 accurate facts are displayed on the artwork or in the song.	3-4 accurate facts are displayed on the artwork or in the song.	2 accurate facts are displayed on the artwork or in the song.	1 or less accurate facts are displayed on the artwork or in the song.
Required Elements	Students present artwork or song and explain symbols, significance	Students present artwork or song, but explanation lacks detail	Students present artwork or song without explanation	Students do not present

POPULIST/PROGRESSIVE CHAUTAUQUA

The Program Planners and Events Coordinators

CATEGORY	5	3	2	0
Ideas/Research Questions	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to ask each of the performers, guests.	Researchers independently identify at least 4 reasonable ideas/questions to ask each of the performers, guests.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to ask each of the performers, guests.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to ask each of the performers, guests.
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Planned outline of Events	There is an organized list of who will perform in the Chautauqua and in what order. The Chautauqua also includes recreational activities and/or games, food.	The list is somewhat organized as to who will perform and in what order. One recreational activity is planned.	The list of Chautauqua performers is incomplete OR there are no additional activities planned.	Chautauqua performers not organized in any fashion and are called up haphazardly.