Rubric for evaluating digital scrapbook at first check-in

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|  | A | B | C | D | F |
| Completeness | All digital scrapbook templates are complete. | Responds to almost every question in all templates, but (in total, across all templates) a couple responses may be missing or incomplete. | Answers most questions. Missing responses to 1-2 required questions on most templates, or missing two or more templates altogether. | Missing 3 or more templates, or missing 3 or more responses to required questions in several templates. | Missing almost all templates, or offers only half-formed responses to questions. |
| Quality of responses | Responses provide evidence the student has done the required reading and reflected on it prior to responding to each question. Responses are appropriate and demonstrate growth toward the course learning outcomes. There is evidence of analytical thinking. | Responses provide evidence the student has done most of the required reading and reflected on it prior to responding to each question. While most responses are appropriate and demonstrate growth toward course learning outcomes, some may feel rushed or incomplete, or they may lack depth of analysis. | Responses suggest the student is not spending sufficient time doing the reading and reflecting on it. Responses may repeat what is in the readings without providing the requested analysis or reflection. Accordingly, some responses may indicate a lack of understanding of the core content of the assigned reading. | Responses read as if, rather than skimming the textbook for understanding or reading the primary sources carefully, the student did a quick search of the readings for keywords and restated what is in the textbook or the primary sources. Some answers may simply be incorrect. | Responses are missing or don’t make sense. |

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| Evidence of growth as an historical thinker | The digital scrapbook exhibits clear evidence of persistent growth as an historical thinker. For example, the early deep questions the student crafts in Part I may be easily answerable, but later deep questions invite more nuanced answers that would require synthesizing several primary and secondary sources. Similarly, the reflection on the selected quoted passages may grow increasingly complex. | The digital scrapbook exhibits some evidence of growth as an historical thinker. For example, the early deep questions the student crafts in Part I may be easily answerable, but later deep questions invite more nuanced answers. The reflections on the selected quoted passages grow slightly more complex. | There is little evidence of growth as an historical thinker; the student is maintaining a basic level of engagement with and understanding of U.S. history. For example, the deep questions remain shallow or easily answered rather than growing more complex, or the reflections on the selected quotations remain rote. | There is almost no evidence of growth as an historical thinker. The responses may remain rote or literal rather than analytical. Quality of responses may degrade across the templates. | No evidence of growth as an historical thinker. |