

Summative Assessment Rubric

Grade 4

Episode 1	<i>W.4.8: Report on a topic or text, tell a story, or recount an experience in an organized manner ...</i> <i>SL.4.4: Recall relevant information from experiences or gather relevant information from print and digital sources;</i>		
	<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>
	<ul style="list-style-type: none"> • Demonstrates understanding of the relationship between Indian tribal materials and the exploration of the student's own community. • Able to locate the student's home and community on a map. • Shows understanding of the difference between a first and secondhand account. • Completes paragraph and illustration in an organized manner, using correct grammar, spelling, and syntax. 	<ul style="list-style-type: none"> • Able to locate the student's home and community on a map. • Completes paragraph and illustration in an understandable and organized manner. • Shows understanding of the difference between a first and secondhand account. 	<ul style="list-style-type: none"> • Able to locate the student's home and community on a map. • Completes paragraph and illustration with significant assistance.
Episode 2	<i>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i> <i>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i>		
	<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>
	<ul style="list-style-type: none"> • Shows initiative in the observation process. • Looks for a wide variety of plants and animals to observe, record and illustrate. • Perceives a personal connection with nature. • Observation conducted using as many senses as possible: sight, hearing, touch, smell, and taste. • Completes journal entries in an organized fashion. • Demonstrates understanding of the relationship between Indian tribal materials and the exploration of the student's community. • Simple hand-drawn map is included. 	<ul style="list-style-type: none"> • Observation conducted using as many senses as possible: sight, hearing, touch, smell, and taste. • Perceives a personal connection with nature. • Records and illustrates what is observed independently. • Simple hand-drawn map is included with assistance. 	<ul style="list-style-type: none"> • Perceives a personal connection with nature. • Records and illustrates what is observed with assistance.
Episode 3	<i>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i>		
	<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>
	<ul style="list-style-type: none"> • Shows independent understanding that when the student creates a document he or she becomes the 	<ul style="list-style-type: none"> • Shows understanding with some assistance that when the student creates a document he or she 	<ul style="list-style-type: none"> • Shows understanding with some assistance that when the student creates a

<ul style="list-style-type: none"> • Accurate completion of the photograph analysis worksheet, including descriptions about: <ul style="list-style-type: none"> ○ Overall impression ○ Details from each separate quarter of the photograph, about people, objects, impressions • Completion of an analysis worksheet of an appropriate type for at least one document that was found about the Community by the teacher or a student. • Participation in classroom discussion about primary sources relating to the Community timeline. • Serves on Editorial Board, if requested. • Completes one paragraph about information gathered about the student’s community using primary sources. • Shows unusual understanding of the analysis process by adding information about: <ul style="list-style-type: none"> ○ Emotional response to photo or other document ○ Elements of the document missed by others. 		<ul style="list-style-type: none"> • Accurate completion of the analysis worksheets, including descriptions about: <ul style="list-style-type: none"> ○ Overall impression ○ Details from each separate quarter of the photograph, about people, objects, impressions • Participation in classroom discussion about primary sources relating to the Community timeline. • Serves on Editorial Board, if requested. • Completes one paragraph about information gathered about the student’s community using primary sources. 		<ul style="list-style-type: none"> • Inaccurate completion of photograph analysis worksheet. • No participation in classroom discussion. • Incomplete or missing paragraph. 	
<i>Episode 7</i>		<i>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i> <i>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</i>			
<i>Exceeds Expectations</i>		<i>At Expectation</i>		<i>Below Expectation</i>	
<ul style="list-style-type: none"> • Demonstrates understanding of what constitutes a secondary source by accurately completing several Sample Secondary Source Analysis worksheets with accuracy. • Serves on Editorial Board, if requested • Completes one paragraph describing information gathered about the student’s community using secondary sources. • Indicates an understanding of the difference between primary and secondary sources. 		<ul style="list-style-type: none"> • Demonstrates understanding of what constitutes a secondary source by accurately completing at least one Sample Secondary Source Analysis Worksheet. • Serves on Editorial Board, if requested • Completes one paragraph describing secondary source information gathered about the student’s community. 		<ul style="list-style-type: none"> • Only partially fills out one Sample Secondary Source Analysis Worksheet. • Description paragraph is incomplete or shows no understanding of understanding the elements of a secondary source. 	
<i>Episode 8</i>		<i>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i> <i>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i>			
<i>Exceeds Expectations</i>		<i>At Expectation</i>		<i>Below Expectation</i>	
<ul style="list-style-type: none"> • Finds and creates a list of an artifact or artifacts 		<ul style="list-style-type: none"> • Finds and creates a list of an artifact or artifacts 		<ul style="list-style-type: none"> • Fails to bring artifacts or make a list of 	

	<p>from home or the classroom.</p> <ul style="list-style-type: none"> • Brings photographs or small items to demonstrate the student's artifact or artifacts. • Serves on Editorial Board, if requested • Reports to the class about the artifact or artifacts found at home or in the classroom. • Writes a simple citation for the student's own artifact or artifacts. • Shows understanding of the relationship between the artifacts in the Native model with those from the student's own home. 	<p>from home or the classroom.</p> <ul style="list-style-type: none"> • Brings photographs or small items to demonstrate the student's artifact or artifacts. • Serves on Editorial Board, if requested • Reports to the class about the artifact or artifacts found at home or in the classroom. • Writes a simple citation for the student's own artifact or artifacts. 	<p>classroom artifacts.</p> <ul style="list-style-type: none"> • Needs considerable assistance to write a simple citation.
Episode 9	<p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>		
	<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>
	<ul style="list-style-type: none"> • Participate in the discussion about different points of view within the student's community. Include at least one political, ethnic, religious, or lifestyle example. • Makes a list of different points of view found within the student's community. • Participates within the student's particular group to discover <u>primary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. • Participates within the student's particular group to discover <u>secondary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. • Uses either the primary source worksheets or the <i>Sample Secondary Source Analysis Worksheets</i> to reach a conclusion about which sources are most suitable. • Discovers unusually effective materials to contribute to the group project. • Demonstrates understanding of the relationship between Indian tribal materials and the community exploration. 	<ul style="list-style-type: none"> • Participate in the discussion about different points of view within the student's community. Include at least one political, ethnic, religious, or lifestyle example. • Makes a list of different points of view found within the student's community. • Participates within the student's particular group to discover <u>primary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. • Participates within the student's particular group to discover <u>secondary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. 	<ul style="list-style-type: none"> • Limited or no participation in discussion about points of view. • List of differing points of view shows little understanding of the concept. • Unable to identify primary or secondary sources in the classroom archives and library.
Episode 10	<p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an</p>		

<i>opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</i>		
<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>
<ul style="list-style-type: none"> • Full participation in the group creation of a secondary source OR individual creation of a secondary source. The following must be included in some way: <ul style="list-style-type: none"> ○ References to at least two primary sources from the classroom library or archives. ○ References to at least two secondary sources from the classroom library or archives. ○ A simple analysis of the materials found that includes the student's own analysis, point of view or opinion. ○ Includes a list of sources, arranged by Primary Sources, Secondary Sources, and Artifacts. 	<ul style="list-style-type: none"> • Full participation in the group creation of a secondary source OR individual creation of a secondary source. The following must be included in some way: <ul style="list-style-type: none"> ○ References to at least one primary source from the classroom library or archives. ○ References to at least one secondary source from the classroom library or archives. ○ A simple analysis of the materials found that includes the student's own point of view or opinion. ○ Includes a list of sources, arranged by Primary Sources, Secondary Sources, and Artifacts. 	<ul style="list-style-type: none"> • Participation in a limited way or not at all in the group or individual creation of a secondary source, including: <ul style="list-style-type: none"> ○ Only primary, but no secondary sources. ○ Only secondary, but no primary sources. ○ Analysis of the materials found show little understanding of point-of-view. ○ List of sources is not divided into categories.

Grade 5

Episode 1	W.5.8: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>	
<ul style="list-style-type: none"> • Demonstrates understanding of the relationship between Indian tribal materials and the exploration of the student’s own community. • Able to locate the student’s home and community on a map and accurately describe the neighborhood. • Shows understanding of the difference between a first and secondhand account. • Completes paragraph and illustration in an organized manner, using correct grammar, spelling, and syntax. 	<ul style="list-style-type: none"> • Able to locate the student’s home and community on a map. • Completes paragraph and illustration in an understandable and organized manner. • Shows understanding of the difference between a first and secondhand account. 	<ul style="list-style-type: none"> • Able to locate the student’s home and community on a map. • Completes paragraph and illustration with significant assistance. 	
Episode 2	W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>	
<ul style="list-style-type: none"> • Shows initiative in the observation process. • Looks for a wide variety of plants and animals to observe, record and illustrate. • Perceives a personal connection with nature around them. • Observation conducted using as many senses as possible: sight, hearing, touch, smell, and taste. • Completes journal entries in an organized fashion. • Demonstrates understanding of the relationship between Indian tribal materials and the exploration of the student’s community. • Simple hand-drawn map is included. 	<ul style="list-style-type: none"> • Observation conducted using as many senses as possible: sight, hearing, touch, smell, and taste. • Perceives a personal connection with nature around them. • Records and illustrates what is observed independently. • Simple hand-drawn map is included with assistance. 	<ul style="list-style-type: none"> • Perceives a personal connection with nature around them. • Records and illustrates what is observed with assistance. 	
Episode 3	RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>	
<ul style="list-style-type: none"> • Shows independent understanding that when they create a document they become the “creator” and associated documents will be filed under the 	<ul style="list-style-type: none"> • Shows understanding with some assistance that when they create a document they become the “creator” and associated documents will be filed 	<ul style="list-style-type: none"> • Shows understanding with significant assistance that when they create a document they become the “creator” and 	

	<p>student's own name in the classroom archives. Folders are labeled correctly.</p> <ul style="list-style-type: none"> Shows understanding of archival filing systems by successfully filing primary sources gathered about the community. Shows clear understanding of what constitutes a primary source. 	<p>under the student's own name in the classroom archives. Folders are labeled correctly.</p> <ul style="list-style-type: none"> Shows understanding of archival filing systems by successfully filing a few primary sources gathered about the community. 	<p>document then will be filed under the student's own name in the classroom archives and folders are labeled correctly.</p>
Episode 4	<i>SL.5.1: Engage effectively in a range of collaborative discussions</i>		
	Exceeds Expectations	At Expectation	Below Expectation
	<ul style="list-style-type: none"> Participates in mock interviews, both as an interviewer and an interviewee. Participates in group discussions. Obtains a permission slip for all interviews, including mock interviews. Fills out a Sample Community Member Interview Form for each interview, including mock interviews. Contributes additional questions for the interview. Interviews additional community members outside the classroom. 	<ul style="list-style-type: none"> Participates in mock interviews, both as an interviewer and an interviewee. Participates in group discussions. Obtains a permission slip for all interviews, including mock interviews. Fills out a Sample Community Member Interview Form for each interview, including mock interviews. 	<ul style="list-style-type: none"> With significant assistance, participates in mock interviews, both as an interviewer and an interviewee, and participates in group discussions. Requires help in obtaining completed permission slips. Only partially fills out the Sample Community Member Interview Form for each interview.
Episode 5	<i>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i>		
	Exceeds Expectations	At Expectation	Below Expectation
	<ul style="list-style-type: none"> Participation in classroom discussions Can explain at least one reason for his or her own point of view about the story. Able to compare and contrast various points of view produced by different stakeholders in the story. Shows understanding of the concept of "point of view." Paragraph contains correct grammar, syntax, and spelling. Shows unusual understanding of differences and similarities between stakeholders in the story. 	<ul style="list-style-type: none"> Participation in classroom discussions Can explain at least one reason for his or her own point of view about the story. Shows understanding and is able to compare and contrast various points of view produced by different stakeholders in the story. Paragraph shows basic understanding of the concept of "point of view." 	<ul style="list-style-type: none"> Little or no classroom participation. Paragraph shows little or no understanding of the concept of "point of view."
Episode 6	<i>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i> <i>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</i>		
	Exceeds Expectations	At Expectation	Below Expectation
	<ul style="list-style-type: none"> Accurate completion of the photograph analysis 	<ul style="list-style-type: none"> Accurate completion of the analysis worksheets, 	<ul style="list-style-type: none"> Inaccurate completion of photograph

<p>worksheet, including descriptions about:</p> <ul style="list-style-type: none"> ○ Overall impression ○ Details from each separate quarter of the photograph, about people, objects, impressions <ul style="list-style-type: none"> • Completion of an analysis worksheet of an appropriate type for at least one document that was found about the Community by the teacher or a student. • Participation in classroom discussion about primary sources relating to the Community timeline. • Serves on Editorial Board, if requested. • Completes one paragraph describing information gathered about the student's community using primary sources. • Shows unusual understanding of the analysis process by adding information about: <ul style="list-style-type: none"> ○ Emotional response to photo or other document ○ Elements of the document missed by others. 	<p>including descriptions about:</p> <ul style="list-style-type: none"> ○ Overall impression ○ Details from each separate quarter of the photograph, about people, objects, impressions <ul style="list-style-type: none"> • Participation in classroom discussion about primary sources relating to the Community timeline. • Serves on Editorial Board, if requested. • Completes one paragraph about information gathered about the student's community using primary sources. 	<p>analysis worksheet.</p> <ul style="list-style-type: none"> • No participation in classroom discussion. • Incomplete or missing paragraph. 						
Episode 7	<p><i>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i> <i>RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</i></p>							
<i>Exceeds Expectations</i>			<i>At Expectation</i>			<i>Below Expectation</i>		
<ul style="list-style-type: none"> • Demonstrates understanding of what constitutes a secondary source by accurately completing several Sample Secondary Source Analysis worksheets with accuracy. • Serves on Editorial Board, if requested • Completes one paragraph describing information gathered about the student's community using secondary sources. • Indicates an understanding of the difference between primary and secondary sources. 			<ul style="list-style-type: none"> • Demonstrates understanding of what constitutes a secondary source by accurately completing at least one Sample Secondary Source Analysis Worksheet. • Serves on Editorial Board, if requested • Completes one paragraph describing secondary source information gathered about the student's community. 			<ul style="list-style-type: none"> • Only partially fills out one Sample Secondary Source Analysis Worksheet. • Description paragraph is incomplete or shows no understanding of understanding the elements of a secondary source. 		
Episode 8	<p><i>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</i> <i>SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes..</i></p>							
<i>Exceeds Expectations</i>			<i>At Expectation</i>			<i>Below Expectation</i>		
<ul style="list-style-type: none"> • Finds and creates a list of an artifact or artifacts 			<ul style="list-style-type: none"> • Finds and creates a list of an artifact or artifacts 			<ul style="list-style-type: none"> • Fails to bring artifacts or make a list of 		

<p>from home or the classroom.</p> <ul style="list-style-type: none"> • Brings photographs or small items to demonstrate the student’s artifact or artifacts. • Serves on Editorial Board, if requested • Reports to the class about the artifact or artifacts found at home or in the classroom. • Writes a simple citation for the student’s own artifact or artifacts. • Is able to incorporate computer generated materials for the timeline. • Shows specific understanding of what constitutes a primary source in relationship to artifacts. 	<p>from home or the classroom.</p> <ul style="list-style-type: none"> • Brings photographs or small items to demonstrate the student’s artifact or artifacts. • Serves on Editorial Board, if requested • Reports to the class about the artifact or artifacts found at home or in the classroom. • Writes a simple citation for the student’s own artifact or artifact. 	<p>classroom artifacts.</p> <ul style="list-style-type: none"> • Needs considerable assistance to write a simple citation.
<p>Episode 9 <i>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i></p>		
<p>Exceeds Expectations</p>	<p>At Expectation</p>	<p>Below Expectation</p>
<ul style="list-style-type: none"> • Participate in the discussion about different points of view within the student’s community. Include at least one political, ethnic, religious, or lifestyle example. • Makes a list of different points of view found within your community. • Participates within the student’s particular group to discover <u>primary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. • Participates within the student’s particular group to discover <u>secondary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. • Uses either the primary source worksheets or the <i>Sample Secondary Source Analysis Worksheets</i> to reach a conclusion about which sources are most suitable. • Discovers unusually effective materials to contribute to the group project. • Demonstrates understanding of the relationship between Indian tribal materials and the community exploration. 	<ul style="list-style-type: none"> • Participate in the discussion about different points of view within the student’s community. Include at least one political, ethnic, religious, or lifestyle example. • Makes a list of different points of view found within your community. • Participates within the student’s particular group to discover <u>primary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. • Participates within the student’s particular group to discover <u>secondary</u> sources that have been filed in the classroom archives over the preceding lessons relating to that particular point of view or category. 	<ul style="list-style-type: none"> • Limited or no participation in discussion about points of view. • List of differing points of view shows little understanding of the concept. • Unable to identify primary or secondary sources in the classroom archives and library.
<p>Episode 10 <i>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> <i>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</i></p>		

	<p><i>approach.</i> <i>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</i> <i>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>	
<i>Exceeds Expectations</i>	<i>At Expectation</i>	<i>Below Expectation</i>
<ul style="list-style-type: none"> • Full participation in the group creation of a secondary source OR individual creation of a secondary source. The following must be included in some way: <ul style="list-style-type: none"> ○ References to at least three primary sources from the classroom library or archives. ○ References to at least three secondary sources from the classroom library or archives. ○ A simple analysis of the materials found that includes the student's own analysis, point of view or opinion. ○ Includes a list of sources, arranged by Primary Sources, Secondary Sources, and Artifacts. 	<ul style="list-style-type: none"> • Full participation in the group creation of a secondary source OR individual creation of a secondary source. The following must be included in some way: <ul style="list-style-type: none"> ○ References to at least one primary source from the classroom library or archives. ○ References to at least one secondary source from the classroom library or archives. ○ A simple analysis of the materials found that includes the student's own point of view or opinion. ○ Includes a list of sources. 	<ul style="list-style-type: none"> • Participation in a limited way or not at all in the group or individual creation of a secondary source, including: <ul style="list-style-type: none"> ○ Only primary, but no secondary sources. ○ Only secondary, but no primary sources. ○ Analysis of the materials found show little understanding of point-of-view. ○ No source list.