

Urbanization Impact Assignment Rubric

Expectations

- Students will create a multimedia presentation of the immediate and long-term impact of urbanization on British society during the Industrial Revolution.
- Students may use their choice of presentation media.
- Students will clearly communicate their ideas in demonstrating their understanding.

Criteria

	Meets Expectations	Exceeds Expectations
<p>Understanding Consequence</p> <p>See Historical Thinking concept “Cause and Consequence”</p> <p>25 points</p>	<p>Student work demonstrates a basic understanding of consequence by:</p> <ul style="list-style-type: none"> recognizing that actions have unintended consequences. identifying immediate and long-term impacts with minimal supporting evidence/examples. <p>15-22</p>	<p>In addition to all "meets expectations" requirements, student work:</p> <ul style="list-style-type: none"> establishes the difference between immediate and long-term impacts with evidence including numerous examples for each. demonstrates a complex understanding of consequence (e.g., includes response of governments and workers to issues of industrialization). <p>23-25</p>
<p>Understanding the Industrial Period</p> <p>50 points</p>	<p>The student demonstrates a basic understanding (in terms of accuracy and sequencing of event) of the historical events of the industrial period that are relevant to a discussion of the immediate and long-term impact of the Industrial Revolution.</p> <p>The student demonstrates a basic understanding of the interconnectedness of events.</p> <p>30-44</p>	<p>In addition to all "meets expectations" requirements, student work:</p> <ul style="list-style-type: none"> demonstrates a complex understanding of the relevant historical events of the industrial period (e.g., social change/conflict). the student demonstrates the interconnectedness of all key events by accurately sequencing events and referencing the consequences of each event <p>45-50</p>
<p>Presentation</p> <p>25 points</p>	<p>Multimedia elements and content combine to deliver the message with the elements and words reinforcing each other.</p> <p>The presentation's design and navigation are effective.</p> <p>The student demonstrates originality and inventiveness.</p> <p>The student uses grade-appropriate writing conventions.</p> <p>All information sources are credible; most are cited correctly.</p> <p>15-22</p>	<p>Multimedia elements and content take communication to a superior level with excellent use of visual text, sounds and technical skills.</p> <p>The presentation design is attractive and includes intuitive navigation.</p> <p>The student demonstrates originality and inventiveness.</p> <p>The student uses writing conventions with a high degree of accuracy.</p> <p>All information sources are credible and cited correctly.</p> <p>23-25</p>

Rubric adapted from information provided in “Building Better Rubrics” (Alberta Assessment Consortium, 2009), “Teaching about Historical Thinking” (TC2, 2006), and “The Historical Thinking Project” (<http://historicalthinking.ca/> 2013)