I plan to use a rubric to assess my students in their understanding of the topic of Ancient Egypt. Since the unit of curriculum is extensive, spanning over many different facets of Ancient Egypt, utilizing a rubric based on a presentation portfolio will allows the students to compartmentalize their understanding of the subject.

**Ancient Egypt Portfolio Rubric**

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| **Item** | Needs Improvement  (1) | Acceptable (2) | Very Good (3) | Excellent (4) | Score |
| **Hieroglyphic Fact Worksheet** | Notes are recorded only with peer/teacher assistance and reminders. | Notes are recorded. | Notes are recorded legibly and are somewhat organized. | Notes are recorded and organized in an extremely neat and orderly fashion. | x 2 |
| **Make Your Own Cartouche** | Cartouche is not colored, has few correct symbols for letters, no letters going in the correct direction. | Cartouche is half colored, has some correct symbols for letters, some letters going in the correct direction. | Cartouche is colored, has ALL correct symbols for letters, some letters going in the correct direction. | Cartouche is neatly colored, has ALL correct symbols for letters, ALL letters are going in the correct direction. | x 2 |
| **Ancient Egypt Map** | Less than 60% of the items are labeled and located correctly. | 85-69% of the items are labeled and located correctly. | 95-84% of the items are labeled and located correctly. | 100% of the items are labeled and located correctly. | x 2 |
| **Nile River Notes Worksheet** | Notes are recorded only with peer/teacher assistance and reminders. | Notes are recorded. | Notes are recorded legibly and are somewhat organized. | Notes are recorded and organized in an extremely neat and orderly fashion. | x 2 |
| **Geography Vocabulary** | Student does not know what new vocabulary words mean/does not use context clues to make connections, Student does not attempt to use the word in a sentence | Student has a relevant idea of what the word means and uses context clues to arrive at the answer, Student does not use the word in a sentence appropriately. | Student proves understanding of the vocabulary word from the text, Student can use the word in a sentence. | Student knows the vocabulary word and can expand on the topic through background knowledge, Student can use the word in a sentence that is appropriate and correct. | x 2 |
| **Pharaoh Vocabulary** | Student does not know what new vocabulary words mean/does not use context clues to make connections, Student does not attempt to use the word in a sentence | Student has a relevant idea of what the word means and uses context clues to arrive at the answer, Student does not use the word in a sentence appropriately. | Student proves understanding of the vocabulary word from the text, Student can use the word in a sentence. | Student knows the vocabulary word and can expand on the topic through background knowledge, Student can use the word in a sentence that is appropriate and correct. | x 2 |
| **Pharaoh Pop-up map** | Pop-up map has 1-2 the pharaohs in the correct places and one fact is written on the back of every card. | Pop-up map has some the pharaohs in the correct places and two facts are written on the back of every card. | Pop-up map has ALL the pharaohs in the correct places and three facts are written on the back of every card. | Pop-up map has all the pharaohs in the correct places and ALL facts are written on the back of every card. | x 2 |
| **King Tut’s Graphic Organizer** | Notes are recorded only with peer/teacher assistance and reminders. | Notes are recorded. | Notes are recorded legibly and are somewhat organized. | Notes are recorded and organized in an extremely neat and orderly fashion. | x 2 |
| **Social Pyramid** | The pyramid conveys very little information in two or all of the class distinctions. | The pyramid conveys a minimal look at class distinctions of Ancient Egyptian society. The information is lacking in one area | The pyramid conveys a basic look at class distinctions of the Ancient Egyptian society. The information meets the basic requirements. | The pyramid conveys an in depth look at class distinctions of Ancient Egypt. The information goes beyond the basic information and demonstrates a clear and distinctive perspective of each class. | x 2 |
| **Gods and Goddesses Worksheet** | Less than 60% of the items are labeled and located correctly. | 85-69% of the items are labeled and located correctly. | 95-84% of the items are labeled and located correctly. | 100% of the items are labeled and located correctly. | x 2 |
| **Book of the Dead Scroll** | Less than 60% of the items are labeled and located correctly. | 85-69% of the items are labeled and located correctly. | 95-84% of the items are labeled and located correctly. | 100% of the items are labeled and located correctly. | x 2 |
| **“You Wouldn’t Want to Be an Egyptian Mummy” worksheet** | Few processes and items are correctly identified. | Some processes and items are correctly identified. | Most processes and items are correctly identified. | All processes and items are correctly identified. | x 2 |
| **Journey to the Afterlife Budgeting Worksheet** | Students “body” did not make it safely to the afterlife, over budget with too few eternity extras. | Students “body” made it safely to the afterlife, within budget with too few eternity extras. | Students “body” made it safely to the afterlife, within budget with more than four eternity extras. | Students “body” made it safely to the afterlife, within budget with no more than four eternity extras. | x 2 |
| **Design a Sarcophagus** | Weak and inconsistent. Little evidence of proportion and characteristics of the ancient Egyptians | Average work. Missing key components regarding the proportion and characteristics of the ancient Egyptians. | Mostly strong, but with a few inaccuracies regarding the proportion and characteristics of the ancient Egyptians. | Strong and consistent. Figures in correct proportion using the style and characteristics of the ancient Egyptians | x 2 |
| **Total Points** |  |  |  |  | /112 |