

Iroquois Debate Journalism Assessment

	Reads to explore, construct and extend understanding (LA) Writes to develop, organize and express information and ideas (LA)	Demonstrates skills and processes for inquiry and research (Social Studies) Manages and evaluates information and ideas (LA)	Constructs meaning and makes connections through speaking (LA) Constructs meaning and makes connections through listening (LA)	Demonstrates knowledge and understanding of citizenship and identity (Social Studies) Explores events and issues from different points of view (Social Studies)	Communicates ideas in an informed and persuasive manner (Social Studies)
1	The student was challenged in recognizing key factual historic information and use it in their article.	The student requires further practice using historical information to create a compelling and well organized piece of writing.	The student must reflect on how their listening and speaking skills needed to showcase their understanding and involvement in the Iroquois Confederacy debate.	The student provides little evidence of the collaborative skills required during this assessment to solve problems and work with others to form opinions and share ideas,	The student was challenged with demonstrating good communication during the planning and organizing of their article. This has meant their article doesn't communicate a clear end result.
2	The student has a basic understanding of key factual historic information and was able to use it in their article.	The student is demonstrating an understanding of using historical information to create a compelling and well organized piece of writing.	The student was able to communicate most of their ideas and is persuasive in many parts of their journalism, utilizing their listening and speaking skills to showcase their understanding and involvement in the Iroquois Confederacy debate.	The student provides evidence of some of the collaborative skills required during this assessment to solve problems and work with others to form opinions and share ideas,	The student demonstrated good communication during the planning and organizing of their article. This has meant their article communicates a clear end result.
3	The student has clearly been impacted by their research into the Iroquois Confederacy to create a connection between the debate and their article.	The student's confident understanding of historical information allowed them to make strong connections in a well organized piece of writing.	The student was able to successfully communicate all of their ideas and is persuasive throughout their journalism, utilizing their listening and speaking skills to showcase their understanding and involvement in the Iroquois Confederacy debate.	The student provides evidence of consistent use of the collaborative skills required during this assessment to solve problems and work with others to form opinions and share ideas,	The student demonstrated well practiced development and organization skills along with evidence of confident communication. This has meant their article communicates a clear end result.
4	The student has created an outstanding piece of journalism. This is evidenced by the use of historic information which brings realism to an excellently written article. The article is successful on multiple levels. It informs readers about a complex political situation embedded in the traditions and rituals of an early form of democracy. The article also brings forth relevant insights into the situation proving the students has not just understood the foundational information and structure of the Iroquois Confederacy, but that they have used the debate experience to place themselves in the context of the situation and use the experience to inform others.				

Iroquois Debate Journalism Assessment

Teacher Feedback:

Iroquois Debate Journalism Assessment