

**Sample #17: Battle of Normandy Poster (Grade 10)**

Criterion	Indicator	Rating	Rationale (use words and phrases from the <i>Rubric for Rubrics</i> )
<i>Coverage/ Organization</i>	1A: Covers the Right Content	1	<ul style="list-style-type: none"> <li>No targets are listed. There is little in the rubric that relates directly to social studies; most of the content relates to the quality of a poster. Therefore, it is difficult to infer the intended social studies targets from the scoring guide. Even as a scoring guide for a poster, it is weak.</li> </ul>
	1B: Criteria Are Well Organized	1	<ul style="list-style-type: none"> <li>This scoring guide combines attributes of the product (in this case as poster) with knowledge about social studies content. If a grade were to be put in the gradebook for this performance, what would that grade be evidence of? If both knowledge and the quality of the poster are important learning outcomes, they should be rated separately. This scoring guide is way out of balance between knowledge and quality of the product.</li> </ul>
	1C: Number of Levels Fits Targets and Uses	5	<ul style="list-style-type: none"> <li>Four levels works for this type of learning target.</li> </ul>
<i>Clarity</i>	2A: Levels Defined Well	2	<ul style="list-style-type: none"> <li>There is an attempt to define levels, but levels are mostly distinguished by vague, quantitative words like "extremely," "appropriate," and "mostly." This would lead to highly inconsistent ratings.</li> </ul>
	2B: Levels Parallel	2	<ul style="list-style-type: none"> <li>The levels have a few features that are parallel across levels, but there is quite a bit of inconsistency. For example teamwork is only included at the Excellent level, legibility is only included at the Excellent and Weak levels, and spelling is not included at the Fair level.</li> </ul>