

# AP World History Survival Guide Rubric

Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

Score: \_\_\_\_\_ Comments: \_\_\_\_\_

Your job in this assignment is to create a “survival guide” for next year’s AP World History students. As the assignment title implies, it’s meant to instruct them on how to best navigate the challenging waters of this course, avoid obstacles and “icebergs” you did or did not, and survive.

As you gather your thoughts, be sure to brainstorm categories under which you can place the survival details. Your ability to organize your thoughts then present them in a neat, concise, polished format (Publisher newsletter or brochure) is crucial. Use the rubric below as your guide to success. Note that there is no guideline for length, but the Ideas/Content category on the rubric below offers a little guidance on the topic. Generally speaking, most students will have at least 2 pages for a newspaper OR 6 panels for a double sided brochure.

When finished, save your work to my share folder using the “firstnames.lastnames” file saving convention. Also, work with the computer lab folks to print off a two sided color copy of your work on card stock.

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CATEGORY	Excellent “A”	Good “B”	Developing “C”	Poor “D/F”
<b>Ideas/Content</b> 40%	<ul style="list-style-type: none"> <li>Subject knowledge is clearly demonstrated and evident throughout entire product</li> <li>Excellent use of categories</li> <li>All information is clear, appropriate, and correct.</li> <li>Supporting, relevant, carefully selected details</li> <li>A thorough, balanced, in-depth explanation / exploration of the topic.</li> <li>Excellent and appropriate use of humor; positive tone</li> </ul>	<ul style="list-style-type: none"> <li>Good subject knowledge is evident in this product</li> <li>Good use of categories</li> <li>Information is mostly clear, appropriate, and correct.</li> <li>Overall relevance of research to material and task is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Some subject knowledge is evident in product</li> <li>Some use of categories</li> <li>Some information is confusing, incorrect, or flawed.</li> <li>Support that is attempted, but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.</li> </ul>	<ul style="list-style-type: none"> <li>Subject knowledge is not evident</li> <li>Poor use of categories</li> <li>Information is confusing, incorrect or flawed.</li> <li>Ideas that are extremely limited or simply unclear.</li> <li>Attempts at development that are minimal or non-existent;; the product is too short to demonstrate the development of ideas</li> <li>Poor and/or inappropriate use of humor; overly negative tone</li> </ul>
<b>Organization (Writing)</b> 30%	<ul style="list-style-type: none"> <li>Excellent sequencing; the organizational structure fits the topic, and the product is easy to follow.</li> <li>Smooth, effective transitions among all elements (sentences, paragraphs, ideas).</li> <li>Excellent support and placement of details.</li> </ul>	<ul style="list-style-type: none"> <li>Good sequencing; the organizational structure fits the topic, and overall it’s easy to follow.</li> <li>Good transitions among all elements (sentences, paragraphs, ideas).</li> <li>Good support and placement of details.</li> </ul>	<ul style="list-style-type: none"> <li>Basic sequencing: overall the organization helps the reader, despite some weaknesses.</li> <li>Some use of transitions that may be stilted or formulaic (sentences, paragraphs, ideas).</li> <li>Fair support of topic and placement of details</li> </ul>	<ul style="list-style-type: none"> <li>A lack of effective sequencing.</li> <li>A failure to provide an effective organization structure.</li> <li>Failure to use transitions between elements and parts.</li> <li>Poor support and placement of corresponding details.</li> </ul>
<b>Organization (Layout)</b> 10%	<ul style="list-style-type: none"> <li>Polished formatting and design of product.</li> <li>Clear sequencing and layout of product.</li> <li>The product includes appropriate organizational text features</li> <li>Excellent use of “positive” space</li> </ul>	<ul style="list-style-type: none"> <li>Effective formatting and design of product</li> <li>Sequencing and layout of product apparent.</li> <li>Some organizational text features included</li> <li>Good use of “positive” space</li> </ul>	<ul style="list-style-type: none"> <li>Little formatting and design of product noticeable.</li> <li>Sequencing and layout of product seems ill thought out or constructed.</li> <li>Little use of organizational text features</li> <li>Many gaps in layout and design; lots of vacant space.</li> </ul>	<ul style="list-style-type: none"> <li>No formatting and design of product.</li> <li>Haphazard and/or erratic sequencing and layout of product.</li> <li>Little or no use of appropriate organizational text features</li> <li>Large gaps and blanks present. Too much unused space.</li> </ul>
<b>Graphics</b> 5%	<ul style="list-style-type: none"> <li>Graphics and images are well matched to purpose and content</li> <li>Student has sought out “perfect” images and included more than just Clip Art, suggesting research has taken place in quest for graphics.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics and images adequately fit purpose and content</li> <li>Student includes images and graphics to enhance paper. Most if not all of graphics are from Clip Art.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics and images not well matched to purpose and content. No clear connection.</li> <li>Few images and graphics included. Strict reliance upon Clip Art.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics and images show no connection to purpose and content</li> <li>No use of images or graphics to enhance project.</li> </ul>
<b>Effort</b> 15%	<ul style="list-style-type: none"> <li>Final product reflects extra attention to detail, guidelines, and overall assignment specs.</li> <li>Clear and compelling evidence of learning.</li> <li>Group has gone above and beyond basic expectations.</li> <li>Excellent use of class time provided to complete work.</li> </ul>	<ul style="list-style-type: none"> <li>Final product reflects good attention to detail, guidelines, and overall assignment specs.</li> <li>Good evidence of learning.</li> <li>Group has met the minimum requirements for the assignment; in some cases they have perhaps gone beyond the basic requirements.</li> <li>Good use of class time provided to complete work.</li> </ul>	<ul style="list-style-type: none"> <li>Final product reflects some attention to detail, guidelines, and overall assignment specs.</li> <li>Some evidence of learning.</li> <li>Group has met most of the bare minimum requirements for the assignment, but some discrepancies noted.</li> <li>More focus needed when class time given to work on projects.</li> </ul>	<ul style="list-style-type: none"> <li>Final product reflects virtually no attention to detail, guidelines, and overall assignment specs.</li> <li>Little if any evidence of learning.</li> <li>Group has not successfully met most or all of the assignment requirements.</li> <li>Poor use of class time provided to complete work; more focus needed.</li> <li>Schedule a conference with me.</li> </ul>