

	4- Excellent	3- Good	2- Needs Improvement	1- Unacceptable
Investigative Research Question	Project uses a strong, specific, and developed research question that investigates an example of change over time in the local community. The investigative question can be tested through interviews and primary/secondary source research.	Project uses a narrowed and developed research question that focuses on change over time in the local community but could be developed further and more specific to be tested through interviews and primary/secondary source research.	Project uses a research question that demonstrates a basic understanding of change over time concept, but it is not specific and lacks direction.	Project demonstrates poor understanding of the assignment. Research question is not developed nor relevant to the prompt of change over time in the local community. Cannot be investigated in interviews and primary/secondary sources.
Oral History Interviews	Project uses five well-developed oral history interview questions that investigate the student's selected research question. Student selected at least one appropriate interviewee that supports their research question. This interviewee is a member of the local community and is able to respond to the student's interview questions thoroughly and with an understanding of the purpose of the interview. The student goes beyond synthesizing the data with accuracy and by	Project has four out of five well developed oral history interview questions that investigate the student's selected research question. Student selected at least one appropriate interviewee that supports their research question. This interviewee is a member of the local community and is able to respond to the student's interview questions thoroughly and with an understanding of the purpose of the interview. Student synthesizes data with accuracy. Interviews	Project has some well-developed oral history interview questions, but some are not developed, clear, or specific to their research question. Student selected at least one appropriate interviewee, but the interviewee may not demonstrate an understanding of the purpose of the interview, or the student did not gain enough information from the interview to synthesize their data for the project. Interviews are less than thirty minutes in length.	Project has less than five interview questions that support the investigative research question. Student does not have an interviewee selected for the project, and thus did not carry out any oral history interviews. Student cannot synthesize any data from interviews for final project.

	providing commentary on the data and ties it back to research question. Interviews are at least thirty minutes in length.	are at least thirty minutes in length.		
Primary and Secondary Source Use	Project uses at least two primary and two secondary sources in addition to oral history interview data. These sources are diverse, accurate, credible, and relevant to research project and supports investigative research question. Student uses correct MLA citation. Student goes beyond synthesizing sources and weaves them together to produce a narrative that is tied back to investigative research question.	Project uses at least two primary and two secondary sources in addition to oral history interview. Most of these sources are diverse, accurate, credible and relevant to research project and supports investigative research question. Student has most of the sources in correct MLA citation. Student synthesizes sources but does not weave them into a narrative beyond that.	Project uses less than the required number of sources, and some are not credible, diverse, relevant, or accurate to the research project and investigative research question. Student has most of the sources incorrectly cited. Student does not demonstrate complete understanding of concepts taught in class.	Project uses very few or no sources at all. Student does not produce any correct citations, or it is incomplete. Student does not demonstrate a basic understanding of the concepts taught in class.
Annotated Bibliography (optional)	Student uses correct MLA citation and effectively describes each source and how it relates to research project.	Student produces a good annotated bibliography with most of the sources in correct MLA citation, and most sources having a complete description of the source and how it relates to	Student produces incomplete annotated bibliography with most of the sources incorrectly cited, no description of what kind of source and how it relates back to the	Student does not produce an annotated bibliography, or it is incomplete.

		the student's investigative research question.	investigative research question.	
Oral Presentation	<p>Content: Student clearly delivers an excellent 3-5 minute oral presentation that walks audience through their investigative research question and how it investigates change over time in their local community. Students present on their oral history interview experience and how it investigates their research question and discusses their primary and secondary sources and how they investigate their research question.</p> <p>Delivery: -Student speaks clearly and has a confident posture.</p>	<p>Content: Student clearly delivers a 3-5 minute oral presentation that walks audience through their investigative research question and how it investigates change over time in their local community. Students present on their oral history interview experience and how it investigates their research question and discusses their primary and secondary sources and how they investigate their research question.</p> <p>Delivery: -Student has moments where they do not speak clearly.</p>	<p>Content: Student delivers a presentation shorter than 3-5 minutes. Student misses some parts of presentation and does not walk through their research project with ease nor clarity.</p> <p>Delivery: -If culturally appropriate: Eye contact is rare; pacing is ineffective and confusing -Student is not enthused or engaging.</p>	<p>Content: Student does not deliver a presentation or is completely out of the scope of the research project. This means the student does not hit any of the research project components outlined throughout the class period in their presentation.</p>

	<p>-Student is engaging and demonstrates enthusiasm for their project.</p> <p>-If culturally appropriate: student makes direct eye contact consistently.</p>	<p>-If culturally appropriate: Eye contact is not consistent.</p> <p>-Some speaking may be rushed or awkward.</p> <p>-Student is engaging often but not consistently.</p>		
<p>Grammar/Writing Mechanics</p> <p>(If teacher decides to have a written format of presentation)</p>	<p>Project demonstrates excellent writing skills using effective and engaging language. Few or no convention/mechanical errors.</p>	<p>Project demonstrates good writing skills with conventional/mechanical errors.</p>	<p>Project demonstrates fair or developing writing skills that are filled with several conventional/mechanical errors. Written portion is also insufficient in length.</p>	<p>Project demonstrates poor writing skills that are filled with many conventional/mechanical errors and inefficient/unengaging language. Written portion is also insufficient in length.</p>