Social Studies 9

Good Bad and Ugly of Colonialism Poster Rubric

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| --- | --- | --- | --- | --- |
|  | Great = 4  | Good = 3 | Okay = 2  | Not Meeting = 1 |
| Pictures | The images **directly relate**, to the content, there are primary sources and secondary sources mixed into the material. There are no fuzzy images and or images that are confusing to the viewer. | The images might directly relate. There might be a shortfall of any primary source images. The images are clear enough but their content may be confusing to the viewer | Some of the images do not directly relate to the material, this is likely due to accidental mistake or lack of study. There are not primary sources and the content may be confusing to the viewer | The images do not relate to the content. This is due to a lack of rudimentary study. The pictures might confuse the viewer |
| Written grammar and Length | The written is **grammatically correct.** The **points are** paraphrased and **simple** to take in and understand and **get to the heart of the material**. | The written is mostly correct mistakes do not impede the meaning. The points are too long, or are difficult to understand | There are many mistakes they frequently impede the meaning. Large chunks of text have been copied and changed OR the points are too basic. | The written must be read two or three times in order to be understood. OR the text is plagiarized OR non-existent. |
| Aesthetics/ Appeal  | The **poster is beautiful**, has included color and titles and images and organized them in a way that **maximizes the presentation**. | The poster is mostly beautiful; a couple of choices or errors have been made that make the poster less attractive than it could have been. | The poster meets the requirements but was placed together will little attempt to be an attractive work of art. | The poster has too many glaring errors that need to be fixed up to meet grade level requirements for visual representation. |
| Information/ substance  | The poster has included well explained information that required a **high level of research**. **Ideas not** mentioned **in class** are in their work. | The poster has included lots of well explained information that would have required some level of research. Most of their ideas are directly from the class | The poster has lots of information but the information does not explain itself. The ideas are basic and require greater levels of study.  | There is very little information written down. The poster relies on the pictures but does not explain them adequately. |