

[This is the rubric we'll use to grade your final portfolio assignment]

### Lesson Plan and POW/WOW – Content

<b>5</b>	<b>2</b>	<b>0</b>	<b>Total Points</b>
Demonstrates comprehensive knowledge of historical content, especially in Historical Background Essay.	Demonstrates some knowledge of historical content, especially in Historical Background Essay.	Fails to demonstrate adequate knowledge of historical content, or Historical Background Essay is missing.	
Demonstrates collaboration with cultural institutions by incorporating primary sources from the institute or field trip.	Demonstrates limited collaboration with cultural institutions, or does not incorporate primary sources from the institute or field trip.	No evidence of collaboration with cultural institutions.	
Uses and clearly identifies S.C. primary sources in the lesson. S.C. sources were not exclusively from Internet.	Uses S.C. primary source(s) exclusively from the Internet.	No evidence of S.C. primary sources.	
Involves methods that encourage high-level thinking skills (analysis, evaluation, creation) & active student involvement.	Involves teaching methods that lack either high-level thinking skills and/or active student involvement.	Involves teaching methods that lack both high-level thinking skills and active student involvement. (Strictly lecturing, for example.)	

### Lesson Plan – Format

<b>4</b>	<b>2</b>	<b>0</b>	<b>Total Points</b>
Lesson follows TAHSC lesson format. Historical Background Essay is double-spaced and at least two pages. Sources are cited correctly. Virtually no errors in spelling and punctuation.	Lesson somewhat follows TAHSC lesson format. Historical Background Essay is not double-spaced, or is less than two pages. Some distracting errors in spelling or punctuation.	Lesson does not follow TAHSC lesson format. Historical Background Essay is missing, or errors in spelling and punctuation make the writing difficult to read.	

### Summary Reflection – Content

<b>4</b>	<b>2</b>	<b>0</b>	<b>Total Points</b>
Discusses specific ways the Master Scholar's content instruction, the cultural institutions, and the Master Teacher's teaching methods improved classroom teacher's content knowledge and pedagogy.	Does not discuss how all the following improved content knowledge and pedagogy: Master Scholar's content instruction, cultural institutions, and Master Teacher's teaching methods.	Does not discuss how any of the following improved content knowledge and pedagogy: Master Scholar's content instruction, cultural institutions, and Master Teacher's teaching methods.	
Discusses the strengths and weaknesses of the lesson taught and how it could be improved. Cites examples from student work and includes copies in the portfolio.	Missing one or more of the following: Discusses strengths and weaknesses of the lesson and how it could be improved; cites examples from student work; includes copies in portfolio.	Does not discuss the strengths and weaknesses of the lesson taught and how it could be improved. Does not cite examples from student work or include copies in the portfolio.	
Discusses specific areas in the teacher's understanding and teaching of history that could use future improvement.	Discusses areas in the teacher's understanding and teaching of history, but does not explain how those areas could use improvement.	Does not discuss areas in the teacher's understanding and teaching of history.	

### Summary Reflection – Format

<b>4</b>	<b>2</b>	<b>0</b>	<b>Total Points</b>
Three to four pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	

**TAHSC Portfolio Grading Rubric  
POW/WOW—Content**

**POW**

<b>2</b>	<b>1</b>	<b>0</b>	<b>Total Points</b>
Essay addresses all of the specified topics according to TAHSC Cultural Institution Partnership format.	Essay somewhat addresses the specified topics according to TAHSC.	Essay does not address any of the specified topics.	
Essay is three to five pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	
POW demonstrates a working relationship between partnering cultural institution and teacher via an activity or project.	POW somewhat demonstrates a working relationship between partnering cultural institution and teacher.	POW does not show a working relationship.	
POW follows TAHSC Cultural Institution Partnership format.	POW somewhat follows TAHSC format.	POW does not follow TAHSC format.	
All materials (5) are present: Organizer Worksheet, outline, essay (3-5 pages), evaluation forms, copies of handout or primary sources used (optional).	Some of the materials (1-2) are missing.	Most or all of the required materials (3-5) are missing.	

**WOW**

<b>2</b>	<b>1</b>	<b>0</b>	<b>Total Points</b>
Essay addresses all of the specified topics according to TAHSC Professional Development Workshop.	Essay somewhat addresses the specified topics according to TAHSC.	Essay does not address any of the specified topics.	
Essay is three to five pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	
Uses and clearly identifies primary sources that are not exclusively from Internet.	Uses primary source(s) with some from Internet.	No evidence of primary sources.	
WOW follows TAHSC Professional Development Workshop format.	WOW somewhat follows TAHSC format.	WOW does not follow TAHSC format.	
All materials (5) are present: organizer worksheet, essay (3-5 pages), outline, evaluations, copies of presentation materials etc.	Some of the materials (1-2) are missing.	Most or all of the required materials (3-5) are missing.	

**POW or WOW Total Points:** \_\_\_\_\_

**Lesson Plan Total Points + POW/WOW Total Points:** \_\_\_\_\_