

World History Thinking Map/ Graphic Organizer Rubric

1. *Students will create a Thinking Map, relative to the standard and its element. Thinking maps that are covered within the Social Studies discipline are: 1) Circle Map, 2) Bubble Map, 3) Double Bubble Map, 4) Tree Map, 5) Flow Map, 6) Multi-Flow Map, and 7) Bridge Maps as well as Graphic Organizers,*
2. *Students will develop their individual Thinking Maps/ Graphic Organizers according to the specific need for analyzing: 1) Defining in Context, 2) Describing Qualities, 3) Comparing and Contrasting, 4) Classifying, 5) Sequencing, 6) Cause and Effect, 7) Seeing Analogies.*

Total Points: / 100

Scale	1 (Below Standard – 69)	2 (Needs Improvement - 70)	3 (Meets Standard - 85)	4 (Exceeds Standard - 100)
<i>The student will create an authentic Thinking Map that follows the specific cognitive skill (Defining/ describing/ Comparing, Contrasting, etc.) appropriate for the standard and element.</i>	<ul style="list-style-type: none"> - Student does not follow directions according to the corresponding Thinking Map/ Graphic Organizer exemplary (Format is incorrect). - Student does not address standard and its elements. 	<ul style="list-style-type: none"> - Student mostly follows directions according to corresponding Thinking Map exemplary (Format detracts from overall product) - Student partially addresses the standard and its elements. - There is no evidence student read textbook and implemented their research. 	<ul style="list-style-type: none"> - Student follows directions according to corresponding Thinking Map exemplary. - Student addresses the standard and its elements. - There is limited evidence that student read textbook and implemented their research. 	<ul style="list-style-type: none"> - Student follows all of 3 (Meets Standard) but in addition student includes further content that explains the connections. - Student exhibits clearly that they read the textbook and implemented their research.

Late Work:

- Students that turn in late work are eligible to receive an 85 (-15) if evidence of textbook is read and research is implemented in their assignment.
- Students that turn in late work that shows no evidence of textbook readings will receive a 70.