# Columbus Day Reflection Rubric

## Paragraph 1: Columbus Day Celebration

Suggest how the United States should best celebrate Columbus Day in the future.

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| Rating | Description |
| 10 pts Full Credit | Student answered prompt fully for paragraph 1. |
| 6 pts Partial Credit | Student did not use at least 5-7 sentences to communicate the idea, and/or did not address the prompt fully. |
| 0 pts No Marks | Student did not respond to the prompt. |

Points: 10 pts

## Paragraph 2: Treatment of Indigenous Peoples

Write a paragraph focusing on how the indigenous peoples have been treated.

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| Rating | Description |
| 10 pts Full Credit | Student answered prompt fully for paragraph 2. |
| 6 pts Partial Credit | Student did not use at least 5-7 sentences to communicate the idea, and/or did not address the prompt fully. |
| 0 pts No Marks | Student did not respond to the prompt. |

Points: 10 pts

## Paragraph 3: Sensitivity and Inclusion

Respond to the question: how we can search for more inclusion and sensitivity in the way we remember the past?

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| Rating | Description |
| 10 pts Full Credit | Student answered prompt fully for paragraph 3. |
| 6 pts Partial Credit | Student did not use at least 5-7 sentences to communicate the idea, and/or did not address the prompt fully. |
| 0 pts No Credit | Student did not respond to the prompt. |

Points: 10 pts

## Punctuation and Clarity

Free of grammar errors and ideas are clear and concise.

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| Rating | Description |
| 5 pts Full Marks | Student made a clear effort to correct grammatical errors. Sentences and ideas were clear. |
| 3 pts Partial Credit | A few grammatical errors, but sentences and ideas were clear. |
| 0 pts No Marks | Several grammatical errors. Sentences and ideas were not clear. |

Points: 5 pts

## CT:ID.01 Frame the Investigation

Critical Thinking: Information & Discovery—Frame the Investigation.  
Definitions: Investigation—a careful search for facts or information. Limitation—a boundary or control. Outcome—the result or final product. Bias—the preference for one thing over another. Viable—successful, able to work. Minimize—to make as small as possible.

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| Rating | Description |
| 5 pts Exceeds Expectations | In their own words, the student clearly defines the problem, challenge, or investigation. The student explains several limitations that might impact the outcome of the investigation. They identify personal biases about the investigation. They describe a viable plan to minimize the impact of their biases. |
| 4 pts Meets Expectations | In their own words, the student defines the problem, challenge, or investigation. The student explains the limitations that might impact the outcome of the investigation. They identify personal biases about the investigation. They describe a plan to minimize the impact of their biases. |
| 3 pts Almost Meets Expectations | The student defines the problem, challenge, or investigation. The student identifies a limitation that might impact the outcome of the investigation. They identify biases about the investigation. |
| 2 pts Begins to Meet Expectations | The student describes part of the problem, challenge, or investigation. They identify a limitation or bias that might impact the investigation. |
| 0 pts Does Not Meet Expectations | No evidence provided. |

Points: 5 pts

Total Points: 40