



But I Live Educational Resources

Assessment: Graphic Narrative

| | Extending | Proficient | Developing | Emerging |
|--|---|--|--|---|
| Gather: locating information when conducting research | <p>Distinguishes which reliable sources will enhance their research.</p> <p>Uses a variety of primary and secondary sources in a meaningful way.</p> <p>Consistently cites their sources in the correct format.</p> <p>Chosen sources enhance the historical narrative</p> <p>Alternative sources consulted and disproven through evidence provided</p> | <p>Found reliable sources.</p> <p>Understood and used primary and secondary sources.</p> <p>Cite their sources in the correct format.</p> <p>Chosen sources add value to the historical narrative</p> <p>Alternative sources and views consulted</p> | <p>Can search for sources.</p> <p>Understands the difference between primary and secondary sources.</p> <p>Cite some of their sources</p> <p>Chosen sources are in line with the historical narrative</p> <p>I am aware that there are alternative sources</p> | <p>Can use sources that are provided.</p> <p>Can read primary and secondary sources.</p> <p>Cites a few of their sources</p> <p>Sources are being used</p> <p>There is no consulting of alternative sources</p> |
| Collaboration | <p>As member of a group, they were cooperative, respectful, and supportive one another</p> <p>Committed to their roles and responsibilities</p> <p>Equally contributed in a way that utilized strengths</p> <p>Collaboration enhanced the final product we produced.</p> | <p>As members of a group, they were cooperative and respectful</p> <p>Most were committed to their roles and responsibilities</p> <p>Contributed in a way that utilized strengths</p> <p>Collaboration helped produce a better final product</p> | <p>As members of a group, they were cooperative</p> <p>Sometimes committed to their roles and responsibilities</p> <p>Contributed to the project</p> <p>Saw some benefits of working together</p> | <p>As members of a group, they cooperated when necessary</p> <p>Acknowledged their roles and responsibilities</p> <p>Some contributed to the project</p> <p>Learning the benefits of working together</p> |



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| <p>Historical Significance</p> | <p>Interprets which events and voices are used to create a historical narrative</p> <p>Constructs and presents a narrative based on events they have interpreted as significant</p> <p>Analyzes and explains why different historical events have different significance and meaning to different groups of people</p> <p>Events are represented in a meaningful way</p> | <p>Explains why people, places, events, and developments are important.</p> <p>With guidance, constructs and presents a narrative with events they believe to be significant</p> <p>Explains how different historical events have different significance and meaning to different groups of people</p> <p>Able to connect significant events</p> | <p>Summarizes events and timelines, choosing some as more important than others.</p> <p>Builds a story solely based on recorded significant events</p> <p>Recognizes that different historical events are significant to different groups of people</p> <p>At least one event is connected to the survivor</p> | <p>Lists events and timelines</p> <p>Can share historical narratives</p> <p>Is learning to recognize significant events.</p> <p>The survivor is mentioned in my chosen events</p> |
| <p>Perspective</p> | <p>Identifies and considers bias and perspective when using evidence.</p> <p>Constructs different historical narratives using distinct cultural lenses</p> <p>Two or more perspectives are represented with a critical lens for most of the significant events.</p> | <p>Identifies bias and perspective when using evidence.</p> <p>Summarizes different historical narratives using different cultural lenses</p> <p>At least two historical perspectives are represented with a critical lens</p> | <p>Identifies bias and perspectives when using evidence.</p> <p>Recognizes there are different historical perspectives on events</p> <p>One historical perspective is told with a critical lens</p> | <p>Understands that bias and perspectives exist.</p> <p>Is learning about different historical perspectives</p> <p>Only one historical perspective is told</p> |
| <p>Creativity</p> | <p>The project was put together thoughtfully and in a creative manner, that clearly expresses the information wished to be shared</p> | <p>Project was put together in a creative manner and expresses the information wished to be shared</p> | <p>Project expresses the information wished to be shared</p> | <p>Project expresses some of the information wished to be share</p> |