

Research Task Rubric

Name: _____

Adv: _____

Knowledge and Understanding	4	3	2	1	0
<i>The way of life in Medieval Europe - social, cultural, economic and political features (ACDSEH008) within chosen topic</i>	All four aspects addressed: Political, Social, Economic and Cultural.	Three aspects addressed: Political, Social, Economic or Cultural.	Two aspects addressed: Political, Social, Economic or Cultural.	One aspect addressed: Political, Social, Economic or Cultural.	No aspects addressed: Political, Social, Economic or Cultural.
<i>The roles and relationships of different groups in society (ACDSEH008) within chosen topic</i>	Acknowledges different groups in relation to the feudal system and clearly understands the interactions between them.	Acknowledges different groups, however, does not mention feudal system. Also understands interactions between them.	Acknowledges different groups, however, does not mention feudal system.	Only mentions one group type within their topic. E.g. peasants.	Does not mention any group types.
<i>Significant developments and/or cultural achievements (ACDSEH050) within chosen topic</i>	Mentions multiple developments within topic and clearly expresses the significance of them.	Mentions one or two developments within topic and clearly expresses the significance of them.	Mentions one or two developments within topic.	Mentions a development within topic	Does not mention any developments.
<i>Continuity and change in society (ACDSEH051) within chosen topic</i>	Links topic to present through comparison of two or more similarities and differences.	Links topic to present through comparison of similarities and differences.	Links topic to present through a similarity or difference.	Mentions present times in some relation to topic.	Does not mention present times in relation to topic.
<i>The role of significant individuals (ACDSEH052) within chosen topic</i>	Outlines several significant individuals within their topic and expresses their importance fluently.	Outlines at least two significant individuals within their topic and why they are important.	Outlines at least two significant individuals within their topic.	Outlines one significant individual within their topic.	Does not mention significant individuals within topic.
Skills					
<i>Use historical terms and concepts (ACHHS149)</i>	Fluently uses historical terms and concepts where relevant and within the correct context. E.g. clergy, trebuchet, monarchy.	Uses historical terms and concepts where relevant and within the correct context. E.g. clergy, trebuchet, monarchy.	Uses some historical terms and concepts and within the correct context. E.g. clergy, trebuchet, monarchy.	Uses some historical terms and concepts though not in the correct form. E.g. clergy, trebuchet, monarchy.	Does not use historical terms or concepts at all.
<i>Identify and locate relevant sources, using ICT and other methods as evidence (ACHHS151) (ACHHS153)</i>	Multiple sources are used effectively and reference to primary and secondary sources is made.	Multiple sources are used effectively. Internet and books sources.	Two or more sources are used.	One source is used.	No sources have been used.
<i>Draw conclusions about the usefulness of sources (ACHHS154)</i>	Some analysis has been made from a non-intentional meaning of a source.	Some analysis has been made from an intentional meaning of a source.	Sources have been chosen mindfully. No wikipedia.	Mention has been made of a source's origin.	No mention of source's origin.
<i>cont on pg. 2</i>					

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Presesntation					
<i>Acceptable length and consistent word count for each question.</i>	At least fifty words for each question consistently.	Less than fifty words for each question overall.	Less than forty words for each question overall.	Erratic word count per question. Some single sentence answers.	Minimum word count used for each question overall.
<i>Acceptable spelling and grammar.</i>	Almost no spelling or grammatical errors.	Some simple spelling and grammatical errors.	Consistent spelling and grammatical errors.	Common spelling and grammatical errors.	Heavy spelling and grammatical errors.
<i>Fluent sentence structure and expression.</i>	Fluent sentence structure and expression, aids reader in full understanding of meaning.	Mostly fluent sentence structure and expression, aids reader in full understanding of meaning.	Acceptable sentence structure and expression, generally aids reader in full understanding of meaning.	Basic sentence structure and expression. Poor vocabulary choices.	Poor syntax within sentence structure and expression. Fails to form coherent expression consistently.
<i>Clear layout and text structure.</i>	Topic is clearly stated and headings for questions.	Questions labelled. Topic not stated.	No headings. However, paragraphs used to separate sections.	No headings and unclear paragraphing.	Disorganised giant body of text.