**Journal Entries Rubric**

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Marks** |
| Knowledge/  Understanding | Demonstrates minimal knowledge of Israelite life, attitude and actions under different empires. | Demonstrates some knowledge of Israelite life, attitude and actions under different empires. | Demonstrates considerable knowledge of Israelite life, attitude and actions under different empires. | Demonstrates thorough knowledge of Israelite life, attitude and actions under different empires. | /20 |
| Originality/Creativity | Journal entries contain minimal information, provide minimal insight and are poorly written with minimal creativity. | Journal entries contain basic information, provide some insight and are somewhat creative. | Journal entries contain substantial information, provide good insight are considerably creative. | Journal entries are rich in content, provide thoughtful insight and are exceptionally creative. | /10 |
| Communication | Unclear purpose or main idea. Significant errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates an identifiable purpose. Some errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates a clear and distinct purpose. A few errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates a thorough and distinct purpose. No errors in grammar, word usage, spelling, capitalization, and punctuation. | /10 |
| Bibliography | Little to no sources for information and graphics are documented. | Some of the sources for information and graphics are documented. | Most sources for information and graphics are documented. | Sources for information and graphics are all documented. | /5 |

**Apocryphal Writings Poster Rubric**

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Marks** |
| Knowledge/  Understanding | Demonstrates minimal knowledge of the Apocrypha, its history and reception | Demonstrates some knowledge of the Apocrypha, its history and reception | Demonstrates considerable knowledge of the Apocrypha, its history and reception | Demonstrates thorough knowledge of the Apocrypha, its history and reception | /20 |
| Originality/Creativity | Distractingly messy or poorly organized - not attractive - very difficult to read. Pictures are not included on the poster. | Somewhat attractive in terms of layout, design, and neatness. Layout is somewhat unclear and hard to follow. Pictures are present but don’t add to the poster. | Attractive in terms of layout, design, and neatness. Layout is easy to understand and follow. Pictures complement the poster. | Exceptionally attractive in terms of layout, design, and neatness. Layout makes it easy for viewer’s eye to skim/scan information. Pictures/images provide depth to the poster. | /10 |
| Communication | Unclear purpose or main idea. Significant errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates an identifiable purpose. Some errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates a clear and distinct purpose. A few errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates a thorough and distinct purpose. No errors in grammar, word usage, spelling, capitalization, and punctuation. | /10 |
| Bibliography | Little to no sources for information and graphics are documented. | Some of the sources for information and graphics are documented. | Most sources for information and graphics are documented. | Sources for information and graphics are all documented. | /5 |

**“Silent Years” Timeline Rubric**

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Marks** |
| Knowledge/  Understanding | Demonstrates minimal knowledge of the events and history of the Inter-Testament period | Demonstrates some knowledge of the events and history of the Inter-Testament period | Demonstrates considerable knowledge of the events and history of the Inter-Testament period | Demonstrates thorough knowledge of the events and history of the Inter-Testament period | /20 |
| Originality/Creativity | Distractingly messy or poorly organized - not attractive - very difficult to read. Pictures are not included on the poster. | Somewhat attractive in terms of layout, design, and neatness. Layout is somewhat unclear and hard to follow. Pictures are present but don’t add to the poster. | Attractive in terms of layout, design, and neatness. Layout is easy to understand and follow. Pictures complement the poster. | Exceptionally attractive in terms of layout, design, and neatness. Layout makes it easy for viewer’s eye to skim/scan information. Pictures/images provide depth to the poster. | /10 |
| Communication | Unclear purpose or main idea. Significant errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates an identifiable purpose. Some errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates a clear and distinct purpose. A few errors in grammar, word usage, spelling, capitalization, and punctuation. | Communicates a thorough and distinct purpose. No errors in grammar, word usage, spelling, capitalization, and punctuation. | /10 |
| Bibliography | Little to no sources for information and graphics are documented. | Some of the sources for information and graphics are documented. | Most sources for information and graphics are documented. | Sources for information and graphics are all documented. | /5 |

**Israelite Interview Rubric**

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Marks** |
| Knowledge/  Understanding | Demonstrates minimal knowledge of Israelite life, attitude and actions under different empires | Demonstrates some knowledge of Israelite life, attitude and actions under different empires | Demonstrates considerable knowledge of Israelite life, attitude and actions under different empires | Demonstrates thorough knowledge of Israelite life, attitude and actions under different empires | /20 |
| Originality/Creativity | Interview demonstrates minimal creativity; minimal content and insight. | Interview demonstrates some creativity; some content and insight. | Interview demonstrates considerable creativity; considerable content and insight. | Interview demonstrates exceptional creativity; rich in content and insight. | /10 |
| Communication | Student was hard to hear. Voice was monotone, and there were little to no emotions/moods portrayed. | Students voice could be heard some of the time, but they seldom attempted to change the tone/volume of the voice to add mood and emotion. Some of the time the voice matched the situation. | Students voice could be heard most of the time. Student attempted to change the tone/volume of the voice to add mood and emotion. Most of the time the voice matched the situation. | Student varied the tone and volume of voices often to match the mood/emotion of the character. Student could always be heard. | /10 |
| Bibliography | Little to no sources for information and graphics are documented. | Some of the sources for information and graphics are documented. | Most sources for information and graphics are documented. | Sources for information and graphics are all documented. | /5 |