

Bands	standard exceeded	standard met	standard nearly met	standard not met
Percentage	100-97	96-70	69-60	59-50
Rubric Score	4	3	2	1
FINAL QUESTION: How do medieval artifacts reflect the societies in which they were created?	I have shown and explained what I know to clearly answer the prompt or question. I have used enough the document with citations and inferences to prove what I know using the ACE format. I have located and researched an artifact from medieval West Africa or medieval China, accurately discussed its purpose, identified its audience, and demonstrated why the artifact is important in medieval society, with accuracy and few errors.	I have enough information to answer the prompt because I have all parts or tasks completed. I have enough information from document, and I demonstrate what I know, but I don't fully explain how I know it. I have located and researched an artifact from medieval West Africa or medieval China, discussed its purpose, identified its audience, and demonstrated why the artifact is important in medieval society, with some accuracy and some errors.	I attempt to answer the driving question or complete the task because I have too little, too much or off topic information (Answer). I do not used the document to fully answer the question or complete the task (Cite). I have minimal effort in how I demonstrate what I know (Explain). I have located and researched an artifact from medieval West Africa or medieval China, accurately discussed its purpose, identified its audience, and demonstrated why the artifact is important in medieval society, with little accuracy and several errors.	I am unable to answer the driving question or complete the task because I have too little, too much or off topic information (A). I do not have enough resources or data to complete the task (C). I have poor overall quality in how to demonstrate what I know (E). I have not located or researched an artifact from medieval West Africa or medieval China, have not discussed its purpose, identified its audience, and have not demonstrated why the artifact is important in medieval society. Minimal accuracy and many errors.
Standard Skill 1: 7.3.2: Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	If researching a medieval Chinese artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within Chinese society, Student can convey its significance in Chinese history with 100% accuracy. Student can relate the artifact to developements made to the Tang and Song dynasties with 100% accuracy.	If researching a medieval Chinese artifact, student shows mastery of minimum 70% mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink to the site where they found the artifact, but not the artifact itself. Student describes the purpose of the artifact within Chinese society, with some accuracy. Student can convey its significance in Chinese history with 70% accuracy. Student can relate the artifact to developements made to the Tang and Song dynasties with 70% accuracy.	If researching a medieval Chinese artifact, student shows minmsl mastery of the vocabulary in the passage and is minimally able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, but has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with little accuracy. Student can convey its significance in Chinese history with little accuracy. Student can relate the artifact to developements made to the Tang and Song dynasties with minimal accuracy.	If researching a medieval Chinese artifact, student shows little to no understanding of grade-level vocabulary and is unable to use any grade-level vocabulary to complete the assessment. Student has not found an artifact from medieval China, copied an incorrect picture of the artifact, and has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with no accuracy. Student cannot convey its significance in Chinese history with accuracy. Student cannot relate the artifact to developements made to the Tang and Song dynasties with accuracy.

<p>Standard Skill 2: 7.3.6: Describe the development of the imperial state and the scholar-official class.</p>	<p>If researching a medieval Chinese artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within Chinese society, Student can convey its significance in Chinese history with 100% accuracy. Student can relate the artifact to development of the Chinese imperial state and the scholar-official class with 100% accuracy.</p>	<p>If researching a medieval Chinese artifact, student shows mastery of minimum 70% mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink to the site where they found the artifact, but not the artifact itself. Student describes the purpose of the artifact within Chinese society, with some accuracy. Student can convey its significance in Chinese history with 70% accuracy. Student can relate the artifact to developments of the Chinese imperial state and the scholar official class with 70% accuracy.</p>	<p>If researching a medieval Chinese artifact, student shows minimal mastery of the vocabulary in the passage and is minimally able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, but has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with little accuracy. Student can convey its significance in Chinese history with little accuracy. Student can relate the artifact to developments of the Chinese imperial state and the scholar official class with minimal accuracy.</p>	<p>If researching a medieval Chinese artifact, student shows little to no understanding of grade-level vocabulary and is unable to use any grade-level vocabulary to complete the assessment. Student has not found an artifact from medieval China, copied an incorrect picture of the artifact, and has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with no accuracy. Student cannot convey its significance in Chinese history with accuracy. Student cannot relate the artifact to developments of the Chinese imperial state and the scholar official class with accuracy.</p>
<p>Standard Skill 3: CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Student identifies an artifact from the medieval period. Student can accurately identify its purpose in medieval society by writing a 5-6 sentence paragraph on the artifact's purpose.</p>	<p>Student identifies an artifact from the medieval period. Student can identify its purpose in medieval society with some accuracy by writing a 4-5 sentence paragraph on the artifact's purpose.</p>	<p>Student identifies an artifact from the medieval period. Student can identify its purpose in medieval society with limited accuracy by writing a 3-4 sentence paragraph on the artifact's purpose.</p>	<p>Student cannot identify an artifact from the medieval period. Student cannot identify its purpose in medieval society with accuracy by writing a 2-3 sentence paragraph on the artifact's purpose.</p>

<p>Standard Skill 4: 7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.</p>	<p>If researching a medieval African artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 100% accuracy. Student can relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>	<p>If researching a medieval African artifact, student shows mastery of 70% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink to the website where the artifact was found, but not the image. Student somewhat accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 70% accuracy. Student can relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>	<p>If researching a medieval African artifact, student shows limited mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, but has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with little accuracy. Student can relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>	<p>If researching a medieval African artifact, student shows no mastery of the vocabulary in the passage and is unable to use this vocabulary effectively. Student has not found an artifact from medieval Africa, and has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student cannot convey its significance to African cultural characteristics with accuracy. Student cannot relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>
<p>Standard Skill 4: 7.4.5: Describe the importance of written and oral traditions in the transmission of African history and culture.</p>	<p>If researching a medieval African artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 100% accuracy. Student can relate the artifact to oral and written traditions in medieval African culture.</p>	<p>If researching a medieval African artifact, student shows mastery of 70% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink to the website where the artifact was found, but not the image. Student somewhat accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 70% accuracy. Student can relate the artifact to oral and written traditions in medieval African culture.</p>	<p>If researching a medieval African artifact, student shows limited mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, but has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with little accuracy. Student can relate the artifact to oral and written traditions in medieval African culture.</p>	<p>If researching a medieval African artifact, student shows no mastery of the vocabulary in the passage and is unable to use this vocabulary effectively. Student has not found an artifact from medieval Africa, and has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student cannot convey its significance to African cultural characteristics with accuracy. Student cannot relate the artifact to oral and written traditions in medieval African culture.</p>
<p><i>Cross Curricular Skill 1: WHST.7.5: Understanding purpose and audience in cohesion.</i></p>	<p>Student identifies an artifact from the medieval period. Student can accurately identify its purpose in medieval society by writing a 5-6 sentence paragraph on the artifact's purpose. Student also can connect the artifact to a specific audience in medieval society. Student can accurately identify the medieval audience and connect it to the artifact's purpose in a cohesive 5-6 sentence paragraph.</p>	<p>Student identifies an artifact from the medieval period. Student can somewhat accurately identify its purpose in medieval society by writing a 4-5 sentence paragraph on the artifact's purpose. Student also can connect the artifact to a specific audience in medieval society. Student can somewhat accurately identify the medieval audience and connect it to the artifact's purpose in a cohesive 4-5 sentence paragraph.</p>	<p>Student identifies an artifact from the medieval period. Student can identify its purpose in medieval society, with little accuracy, by writing a 3-4 sentence paragraph on the artifact's purpose. Student also can make limited connections from the artifact to a specific audience in medieval society. Student can identify the medieval audience, with limited accuracy and make limited connections to the artifact's purpose in a cohesive 3-4 sentence paragraph.</p>	<p>Student cannot identify an artifact from the medieval period. Student cannot accurately identify its purpose in medieval society by writing a 2-3 sentence paragraph on the artifact's purpose. Student also cannot connect the artifact to a specific audience in medieval society. Student cannot accurately identify the medieval audience and connect it to the artifact's purpose in a cohesive 2-3 sentence paragraph.</p>

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Possible products could be _____