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 does art represent Renaissance and Reformation culture?	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 researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are 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 researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are 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 researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are 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 researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society. Minimal accuracey and many errors.
Standard Skill 1: 7.8 Analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	When dissecting a primary source from the Renaissance, student shows mastery of 100% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Renaissance ideals. Student has written a 3-4 sentence paragraph analyzing the element in context with the Renaissance with 100% accuracy.	When dissecting a primary source from the Renaissance, student shows mastery of 70% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Renaissance ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Renaissance with 70% accuracy.	When dissecting a primary source from the Renaissance, student shows little mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 2 elements of the image that represent Renaissance ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Renaissance with little accuracy.	When dissecting a primary source from the Renaissance, student shows no mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 1 element of the image that represent Renaissance ideals. Student has written a 1-2 sentence paragraph analyzing the element in context with the Renaissance with no accuracy.
Standard Skill 2: 7.9: Analyze the historical development of the Reformation	When dissecting a primary source from the Reforamation, student shows mastery of 100% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Renaissance ideals. Student has written a 3-4 sentence paragraph analyzing the element in context with the Reformation with 100% accuracy.	When dissecting a primary source from the Renaissance, student shows mastery of 70% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Reformation ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Reformation with 70% accuracy.	When dissecting a primary source from the Reformation, student shows little mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 2 elements of the image that represent Reformation ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Renaissance with little accuracy.	When dissecting a primary source from the Reformation, student shows no mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 1 element of the image that represent Reformation ideals. Student has written a 1-2 sentence paragraph analyzing the element in context with the Renaissance with no accuracy.

Cross Curricular Skill 1: CCSS.ELA-LITERACY.W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.	Student has described their image and sourced it from either the Renaissance or the Reformation with 100% accuracy. Student used thier image analysis details to create a comprehsive 4-5 sentence paragraph connecting their image to the larger event with 100% accuracy.	Student has described their image and sourced it from either the Renaissance or the Reformation with 70%accuracy. Student used thier image analysis details to create a comprehsive 3-4 sentence paragraph connecting their image to the larger event with 70% accuracy.	Student has described their image and sourced it from either the Renaissance or the Reformation with limited accuracy. Student used thier image analysis details to create a comprehsive 2-3 sentence paragraph connecting their image to the larger event with limited accuracy.	Student has described their image and sourced it from either the Renaissance or the Reformation with no accuracy. Student used thier image analysis details to create a comprehsive 1-2 sentence paragraph connecting their image to the larger event with no accuracy.

Possible products could be _____