

## SUMMER INSTITUTE COURSE ASSESSMENT SHEET

<b>COLLABORATIVE LEARNING (60%)</b>			
	Yes	No	Comments
Participates in Institute discussions and journaling (40%)			
Selects work for work-in-progress session, responds to work of others, and uses input to improve the final product (20%)			
<b>HISTORICAL INVESTIGATION AND ANALYSIS (20%)</b>			
	Exemplary	Adequate	Attempted
Investigates an Institute theme using at least 3 primary sources	Finds 3 primary sources that fit clearly with an Institute theme	Finds 1 or 2 primary sources that fit clearly with an Institute theme	Primary sources have no connection to the Institute
Creates a historical context for the primary sources	Shows evidence of thorough knowledge of period in which source was written; relates primary source to historical context in which it was written or created	Uses previous general historical knowledge to examine issues included in the document.	Barely indicates any historical knowledge

Draws some conclusions about historical significance	Clearly explains why the primary sources are historically significant to the period in which the source was written.	Shows some understanding of why the primary sources are significant to the period under study.	Attempts to make a conclusion about historical significance
<b>CURRICULUM DEVELOPMENT (20%)</b>			
	<b>Exemplary</b>	<b>Adequate</b>	<b>Attempted</b>
Lessons plan guides students in putting primary sources into an historical context	Lesson plan clearly helps students connect the primary sources to the larger topic under study	Lesson plan begins to help students connect the primary sources to the larger topic under study.	Lesson plan makes note of which unit or era to which it is connected.
Lesson plan follows the Flow of History Lesson Plan Template	Lesson Plan Template is complete	Lesson Plan Template is mostly complete	Lesson Plan Template is less than half complete

**Comments:**