Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Travel Brochure Rubric

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **10-9** | **8-6** | **5-3** | **2-0** |
| Content | All required information noted on the handout is in the brochure, including paragraph insert. Information is accurate and cited User friendly & written for audience of tourists. | 2-3 requirements for the brochure are missing. Some information is inaccurate. Citations are missing or incorrectly cited.Mostly user friendly & audience can be identified. | 4-5 requirements for the brochure are missing. Much of the information is inaccurate. Citations are missing or incorrectly cited. Not very user friendly. | Most or all information is missing. Any information presented is inaccurate. |
| Rationale | Strong connections are made to why the location along the river is so important. Ties in themes of geography. | Some connections are made to why the location along the river is so important. A few themes of geography are brought in. | Few connections are made to why the location along the river is so important. No themes of geography are used in explanation. | No connections are made to why the location along the river is so important |
| Design | Brochure is neat and easy to read. Pictures are included. | Brochure is somewhat neat. A little difficult to read. Few pictures are included. | Brochure needs some work. Difficult to read. 1 picture is included. | Brochure is sloppy and looks as if it was thrown together. Very difficult to read. No pictures. |
| Spelling/Grammar | Words are spelled correctly and grammar does not take away from meaning of the content | Some mechanical errors, still does not take away from the meaning of the content | Many mechanical errors. Takes away from the meaning of the content | Poorly written, no evidence of proofreading. |

Total Score:\_\_\_\_/40

Comments:

I am assessing students on their knowledge of Mesopotamia. I also want to see how they can apply the knowledge they have gathered during this unit and put it in a context for a new audience, one that is not their peers or teachers. The brochure will allow me to see that they can use research and evaluate sources for accurate information. I am asking students to write a paragraph to explain the connections between the information they have gathered and a real life scenario. I want them to think about why people chose to live along the river. This is what the standards are looking for, but also, I feel it is important for students to make these connections outside of the factual information. The basis for each lesson was a theme of geography, which, in turn, is incorporated into this brochure. It is important for students to understand that geography is much more than just reading a map.

In my rubric, I am assessing students on their content, rationale, design, and mechanics. I felt these categories were important because they encompassed all of the most critical parts of creating a complete travel brochure. In the content category, I want to see students’ use of the information we have covered. It also needs to be written in a way that is user friendly and easy to understand. Since it is a brochure, it should not be overly wordy or contain information in long paragraph form. Additionally, I am looking for them to be writing to an audience that is not the teachers or their peers. It is geared towards tourists visiting the region. For the rationale category, I want to see students make strong connections between what they know about this civilization and how it connects to why people live along the river. Because this unit was centered around the themes of geography, I want students to tie these in if possible. For the design category, I want students to create a brochure that is user friendly and easy to read. It needs to be neat and include pictures to draw the audience in so they know what they will be seeing. Lastly, I am assessing mechanics because if there are too many grammar or spelling mistakes, it can take away from the content.