



Quilting Research Rubric

Name: _____

Date: _____

Name of Listener/Scorer: _____

Task: You are a folk culture researcher who has been directed to research the *Art of Quilting in My Community* and present your findings. You are expected to share it with students in the school and their parents. You will be assessed on your ability to describe examples of quilting in your community based on accurate research, interpretation, and evaluation of your information, and effective presentation of your information.

Performance Element	Level 3	Level 2	Level 1	Possible	Actual
Identification and Description	<ul style="list-style-type: none"> Independently describes examples of quilting in the community. 	<ul style="list-style-type: none"> Identifies some of the factors that affected quilting in the community; ideas formulated with assistance. 	<ul style="list-style-type: none"> Relies upon someone else to identify factors; still uncertain about purpose of assignment. 	10	
Preparation	<ul style="list-style-type: none"> Uses interviews, categorizations, Internet research, and prior knowledge to research quilting in Louisiana. 	<ul style="list-style-type: none"> Beginning to use inference skills, life experiences, prior knowledge, and relevant available information to the topic. 	<ul style="list-style-type: none"> Inferences have not been formulated; does not use prior knowledge and life experiences. 	10	
Interpreting and Evaluating Information	<ul style="list-style-type: none"> Interprets, evaluates, and organizes information about participants, skills required, equipment, materials, location, steps in the process, and insider terms. 	<ul style="list-style-type: none"> Is beginning to interpret, evaluate, or organize information around major elements; withholds immediate judgment. 	<ul style="list-style-type: none"> Has no organizational plan or structure; information has not been interpreted or evaluated; jumps to conclusions without comparing and contrasting ideas or assumptions. 	20	
Disseminating Information	<ul style="list-style-type: none"> Creates a presentation or product that illustrates how quilts are made; selects appropriate medium; delivers convincing presentation. 	<ul style="list-style-type: none"> Creates a presentation or product that offers some personal insights; offers no reference to social and cultural customs. 	<ul style="list-style-type: none"> Creates a presentation that is based primarily upon the ideas of others. 	10	



Audience Feedback

The audience evaluates the student's presentations according to how clearly the student can describe the process of quilting and the unique qualities of quilting in the community.

Feedback Statements

Louisiana Content Standards

CL-1-D4 Identifying and describing social, geographic, and historical factors that impact cultural practices. (3,4)

ELA-7-M2 Problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information. (1,2,4)

CL-1-D7 Identifying social customs related to religion, family life, folklore, and holidays. (3,4,5)

H-1A-E2 Recognizing that people in different times and places view the world differently. (1,3,4)

H-1A-E3 Identifying and using primary and secondary historical sources to learn about the past (1,3,4)

H-1A-M6 Conducting research in efforts to answer historical questions. (1,2,3,4)