



The Early Chinese Canadians, 1858-1947

Educational Resources

Handout 2.4

Name: _____

Evaluation Tool – Museum Exhibit Rubric

Below is a table to use as an evaluative tool for student work. The column titles are Criteria, Always/Consistently, Mostly, Sometimes, Rarely.

Criteria	Always/ Consistently	Mostly	Sometimes	Rarely
Research Questions				
I understood the research questions before beginning my research and stayed focused on them.				
Research				
I identified sources that addressed my research questions.				
I recognized where I needed more information and sought that additional information.				
I recorded the sources of my information.				
Analysis of Sources				
I described all of the key details from my information sources.				
I analyzed the possible purpose and values of the authors (photographer, etc.).				
I drew conclusions about how the sources answered my questions and what they did not tell me.				
I wrote notes in my own words and did not copy directly from the source unless I quoted.				
Conclusions				
We drew thoughtful conclusions about our focus questions on change and continuity based on a review of each team member's findings.				
Content and Organization				
Our exhibit title communicates the big ideas of our exhibit and captures attention.				
My interpretation of the primary sources is written in short paragraphs organized around a topic sentence.				
Each of my paragraphs draws the attention of viewers to key elements of the source and helps them understand the big ideas about continuity and change.				
Writing				
My text engages viewers because it relates to their personal experience, asks a provocative question, or includes a quotation that draws them into the content.				
The writing is grammatically correct.				

Presentation				
The exhibit attracts viewers, holds their attention, and teaches the intended message.				

Adapted from D'Acquisto, Linda. *Learning on Display: Student-Created Museums That Build Understanding*. Alexandria, Virginia: ASCD, 2006.