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| |  | | --- | | Making A Brochure : Balance of Power After WWI  * Teacher Name: **Lauren Ciecierski**   Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Content - Accuracy** | All answers describe what was happening in a post WWI World with specific examples and specific country names. | All answers describe what was happening in a post WWI World with general examples and specific country names. | All questions describe what was happening in a post WWI World with general examples and no countries named. | All questions are not answered clearly or well enough for credit |
| **Attractiveness & Organization** | The brochure has exceptionally attractive formatting and well-organized information. | The brochure has attractive formatting and well-organized information. | The brochure has well-organized information. | The brochure\'s formatting and organization of material are confusing to the reader. |
| **Knowledge Gained** | The student can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure. | The student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | The student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | The student appears to have little knowledge about the facts or technical processes used in the brochure. |