History Portfolio Grading Rubric

Criterion	Unsatisfactory (1 point)	Basic (2 points)	Proficient (3 points)
The candidate provides a description of the work of mathematicians (biologists) from each of the areas.	One or more areas are missing.	Includes all areas	Thoroughly includes all areas and adds others found in readings.
The candidate provides a description of the work of men and women in mathematics (biologists)	Does not cite work of both men and women	Cites at least one mathematician (biologist) from each area including at least one woman.	Cites and describes all areas and includes the work of both women and men.
The candidate describes the work and provides examples of the work of the mathematicians (biologists) and the significance that made them famous.	Work is named but little or no description is provided.	Work is named and a description is provided for each area.	Descriptions are thorough and include examples and illustrations of the mathematicians' (biologists') work.
The candidate identifies a continent or field of mathematics (biology) and: **(1) describes the development of mathematics (biology) from early times to present.** **OR** **(2) demonstrates how the advancement of the mathematics (biology) aided in the advancement of the selected field of mathematics (biology)**	There are gaps in the timelines for either (1) the continent or the field of mathematics (biology) when tracing the development from early times to present OR (2) demonstrating how the advancement of mathematics (biology) aided in the advancement of the selected field	Identifies a continent or field of mathematics (biology) and traces the development from early times to present OR Demonstrates how the advancement of mathematics (biology) aided in the advancement of the selected field, but with limited detail.	Clearly identifies and thoroughly describes continent or field of mathematics (biology) not often included in textbooks, tracing the development from early times to present OR Clearly identifies and thoroughly demonstrates how the advancement of mathematics (biology) aided in the advancement of the selected field.
The candidate identifies a course often taught in secondary schools and describes how one would include the history of mathematics (biology) in that course.	The description is general, not necessarily connected to a secondary school course, and involves no student action.	A course in secondary school is identified and the description of how history would be included is teacher directed and involves a single lesson.	A course is identified and the description of how history would be included covers various times in the course, involves the students, and provides options for special needs students.