

Assessment Rubric for: _____ Date: _____

On an evaluative scale ranging from 1- Minimal, to 2- Emerging, to 3 - Competency.

Based upon [Course Learning Outcomes](#), General Appreciations and Understandings of:

A.1. Plateau Peoples and “heart knowledge”:
A.2. One’s own culture and worldview and common threads of our shared humanity:
A.3. The Importance of “giving back” and application:
B.1. The Oral traditions and the role of the First Peoples :
B.2. The History of Indian-white relations and the role of sovereignty:
B.3. Indian ways of "knowing" and "education":
B. 4. Ethical considerations associated with intellectual and cultural property rights:

Specific Activities:

Family Membership

- appreciated and demonstrate proper kinship roles and responsibilities
- act in support of other family members
- place the welfare and success of the family ahead of yourself

Story – 10%

- based upon "authentic" narrative text
- uses "appropriate" techniques of storytelling, techniques that are "natural" for the storyteller
- transforms the "listeners" into "participants"
- attempt to convey an "Indian perspective"
- reflect on the meaning "discovered" in the act of telling the story

Participatory Project – 30%

- provide a written text or performed script that has clarity, detail, authenticity, and ethnographic accuracy
- provide a fully developed storyline and set of characters that authentically and appropriately depict the selected cultural and historical scene, event, day-in-the-life, etc.
- attempt to convey an "Indian perspective"
- the depth of interpretation rendered the text, i.e., the thoroughness in which the text is engaged and interpreted
- the ability to anchor the text in its historic and cultural context
- listing your "primary sources," which include the key published sources on the selected topic
- conforming to proper AAA (required for anthropology majors), APA or MLA format and style of parenthetical documentation
- submit proposal and final paper/project at required times
- if done as a family (full or partial) group project, it should clearly articulate how each member contributed to the project, and should be much more extensive and in-depth than an individual's project
- if performed, done with cultural appropriateness and theatrical enthusiasm. Performed narratives receive extra credit.

In the Round Recitations –35% and 25%

- accurately presents the material requested in the questions.
- completely covers the breadth of issues posed in the questions.
- refers to and integrates appropriate case examples from the textbooks, guest speakers, field trips, video clips to illustrate concepts.
- makes theoretical and/or ethnographic connections with other tribes or related cultural expressions.
- reflects on the implications of the issues posed in the questions as they relate to the student's own experiences.
- spoken in a legible and well-organized style with concepts and illustrative examples clearly articulated.
- consider not only what you convey, i.e., the response content, but also how you go about conveying it, i.e., the delivery style, mode and technique
- integrate your own family's oral traditions, history and location area significance (be it lé'pwey, wa'áwa, q'emjln, chatq'ele') into your responses

Reflective Writes and Discussions – 15%

- For the Class Discussion: Respond with clarity and relevance, as well as an informed position to any class questions asked of you. Pose your own poignant questions and effectively contribute to the entire class in discussion of the reading assignments.
- For the Reflective Writes: Reflect on the implications of the points posed in the text of the reading assignment, both from the perspective of an Indian and with the larger implications in mind.

Field Trips – 10%

- Minimum participation on two of three

Graduate Role Model Responsibilities – 10%