

Performance Assessment Task

God, Gold or Glory?

The History Channel is developing a new DVD documentary series examining the Spanish conquest of the Aztecs. The series seeks to examine the question: Was Spanish expansionism motivated by God, gold or glory?

In order to feature a number of different perspectives, they have sent out a call for proposals to various university history departments. As a university research assistant, you have been asked to prepare a submission on behalf of your department.

To complete your submission, you will need to do the following.

Access and Retrieve Information

- Create a graphic organizer that will assist you in gathering information about how each – God, gold and glory – might have motivated the Spanish.
- As you conduct your research, be sure to cite the sources you are using.

State and Defend Your Position

- Was it God, gold or glory that was the most significant motivator for the Spanish in their conquest of the Aztecs?
- Take a position and defend it with specific evidence.
- You also need to provide information about why you rejected the other two positions.

Communicate Information

- Share your findings in a way that will appeal to the producer. Your submission may take the form of a storyboard planner, a written script, an oral presentation, or a multimedia presentation.

Your submission needs to inspire the History Channel producer to select your work for the DVD series. Your name will appear in the credits, so be sure to do your best work!

Rubric: God, Gold or Glory?

Student _____

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
Access and retrieve information (8.S.7.5, 8.S.7.8, 8.S.7.16)	Accesses and retrieves in-depth and pertinent information.	Accesses and retrieves substantial and relevant information.	Accesses and retrieves cursory and basic information.	Accesses and retrieves incomplete and superficial information.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
State and defend a position (8.3.1, 8.3.4.3, 8.S.2.1, 8.S.7.3)	Provides compelling evidence to defend selected position and oppose the other positions.	Provides convincing evidence to defend selected position and oppose the other positions.	Provides predictable evidence to defend selected position and oppose the other positions.	Provides inconclusive evidence to defend selected position and oppose the other positions.	
Communicate information (8.S.8.1)	Communicates information in a convincing manner.	Communicates information in a persuasive manner.	Communicates information in a simplistic manner.	Communicates information in an ineffective manner.	

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.