

Awesome Artifact Analysis

Student Name: _____

Artifact #: _____

	Excellent 5	Good 3 - 4	Needs Improvement 0 - 2
Type of Artifact	Student accurately describes the material from which the artifact was constructed and draws logical conclusions as to the reason this material was used.	Student accurately describes the material from which the artifact was constructed.	Student does not accurately describe the material from which the artifact was constructed.
Special Qualities of the artifact	Student describes any identifying characteristics (look, feel, shape, color, texture, size, weight, movable parts, anything stamped, printed or written on it) and forms a logical conclusion as to the reason for the unique characteristic.	Student describes some of the identifying characteristics and makes an attempt to explain the reason(s) behind the unique characteristic(s).	Student fails to recognize many or all of the unique characteristics present in the artifact.
Uses of the artifact	Student provides logical explanations based on background knowledge to address the following questions: What might it have been used for? Who might have used it? Where might it have been used? When might it have been used?	Students attempt to provide logical explanations based on background knowledge to many of the following questions: What might it have been used for? Who might have used it? Where might it have been used? When might it have been used?	Student does not attempt to answer any/all of the usage questions about the artifact and does not employ the use of background knowledge.
What does the artifact tell us?	Student provides a logical explanation based on historical context as to what the artifact tells us about the technology of the time in which it was made and used and what the life and times of the people who used it may have been like.	Student attempts to draw on historical context to explain what the artifact tells us about the technology of the time it was made and used and what the life and times of the people who used it may have been like.	Student makes no attempt/insufficient attempt to explain what the artifact tells us about the technology of the time it was made and used and what the life and times of the people who used it may have been like.
Photograph or drawing of the artifact.	Student provided a photograph or detailed sketch of their artifact.	Student attempted to provide a photograph or detailed sketch of their artifact but the photograph is poor or the sketch is missing elements.	Student makes no attempt/insufficient attempt to provide a photograph or detailed sketch of their artifact.
Similar object today.	Student uses a detailed comparison to name a similar item in use today	Student names a similar item in use today.	Student does not attempt to name a similar item in use today.
Totals			

I based this rubric on the artifact analysis worksheet from the National Archives and Records Administration