

## SSRSB Heritage Fair Assessment Rubric

Project Title: \_\_\_\_\_ Project #: \_\_\_\_\_

Participant: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Score: \_\_\_\_\_ /100

### A. HISTORICAL SIGNIFICANCE/SIGNIFICANCE OF CHOSEN TOPIC

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	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<i>Resulting in change</i>	<input type="checkbox"/> Beginning of explanation of how people's lives were affected or change caused. (4)	<input type="checkbox"/> Clear explanation of how people's lives were affected and change caused. (6)	<input type="checkbox"/> Sophisticated explanation of how people's lives were affected and change caused. (8)
<i>Revealing</i>	<input type="checkbox"/> Beginning of connections to issues important to people in the past or today. (4)	<input type="checkbox"/> Clear connections to issues important to people in history or today. (6)	<input type="checkbox"/> Sophisticated connections to issues important to people in history or today. (8)
<i>Connection to a bigger story (Context)</i>	<input type="checkbox"/> Beginning of explanation as to how the chosen topic connects to the "big picture". (5)	<input type="checkbox"/> Clear explanation as to how the chosen topic connects to the "big picture" within either provincial or Canadian history. (7)	<input type="checkbox"/> Sophisticated explanation as to how the chosen topic connects to the "big picture". (9)

### B. INQUIRY

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<i>Extent of research (grade appropriate)</i>	<input type="checkbox"/> Research is limited; relies mainly on secondary sources. (5)	<input type="checkbox"/> Research is in depth and includes considerable relevant information from 2 or 3 primary sources. (7)	<input type="checkbox"/> Research is extensive and relevant; includes multiple primary sources from various viewpoints and media. (9)
<i>Analysis of sources</i>	<input type="checkbox"/> Interpretation of sources is attempted but quite limited. (4)	<input type="checkbox"/> Sources are analyzed and interpreted in the student's own words. (6)	<input type="checkbox"/> Sources are analyzed and interpreted in a thorough and insightful way. (8)
<i>Citing of sources</i>	<input type="checkbox"/> Most sources are cited, but incompletely or with errors. (4)	<input type="checkbox"/> Cites all sources. Some key information may be missing. (6)	<input type="checkbox"/> All sources are cited accurately and completely. (8)

	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<i>Quality of presentation</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project/ presentation is adequate and is a “work in progress”. (5)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation is of good quality and gives clear evidence of thoughtful and planned execution of information and research. (7)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation is of excellent quality and in “polished” form. It is reflective of an “expert” in the chosen field. (9)</li> </ul>
<i>Clarity of message</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The message is not always communicated in a clear and organized way, and can be difficult to follow the flow of ideas. (4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The message is organized and clearly communicated, but some key information may be missing, is too detailed or too broad. (6)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The message is well organized and clearly and succinctly communicated. (8)</li> </ul>
<i>Creativity</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some content is interesting or interactive, however the presentation can be more engaging. (4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Many aspects of the presentation are unique and creative although it may not have a sustained impact. (6)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation immediately catches one’s attention and has an immediate and sustained impact. (8)</li> </ul>

<i>Ability to elaborate upon work and knowledgeably discuss chosen subject</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student has limited knowledge of their subject or can talk knowledgeably about only one aspect of the subject. (6)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student discusses their subject knowledgeably. Student has no difficulty answering questions about the project. (9)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student has broad and deep knowledge of the subject and answers questions expertly and confidently. (12)</li> </ul>
<i>Demonstration of interest in history or heritage; topic is personally relevant</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student is somewhat interested in history or heritage. They approach the topic with some enthusiasm. (7)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student is clearly interested in his topic. They approach the topic enthusiastically with personal insight. (10)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student embodies the qualities of an historian. The student approaches the topic enthusiastically and with great personal insight. (13)</li> </ul>

Comments: