

FIRST PEOPLES OF CANADA PROJECT

PROJECT EVALUATION CRITERIA (Teacher)

LEARNING STANDARDS	[0-2] Needs Support for Learning	[3] Emerging Learner	[4] Competent Learner	[5] Expert Learner
INQUIRY & INVESTIGATIONS*	<p>Follows a prescribed plan for inquiry (incomplete or ineffective presentation tools)</p> <p>Does not select relevant information</p> <p>Does not consider the accuracy or reliability of evidence or data (student notes and source evaluations not completed)</p>	<p>Follows a plan for inquiry; may not be thorough or complete (presentation tools not effective).</p> <p>Beginning ability to select appropriate information</p> <p>May speculate about the accuracy or reliability of evidence or data (student notes and source evaluations not completed)</p>	<p>Designs a plan for inquiry (selects and creates appropriate presentation tools)</p> <p>Developing ability to select appropriate information</p> <p>Evaluates the accuracy and reliability of evidence or data (student notes and source evaluations complete)</p>	<p>Designs a highly effective and detailed plan for inquiry (selects and creates appropriate presentation tools)</p> <p>Selects a variety of detailed, appropriate information</p> <p>Thoroughly corroborates evidence or data to evaluate accuracy and reliability (student notes and source evaluations thoroughly complete)</p>
SOCIAL STUDIES CONTENT STANDARDS	<p>Very limited knowledge; information largely cut and pasted from other sources; does not address significant questions</p>	<p>Limited knowledge; student relies on materials he/she has created to answer research questions</p>	<p>Some knowledge is evident, but there may be some gaps; lacks detail or confidence in knowledge in responses to research questions</p>	<p>Responses to research questions demonstrate expert, detailed knowledge of:</p> <ul style="list-style-type: none"> • characteristics of First Peoples • the impact of colonization • early contact, trade & conflict • land ownership & use
SOCIAL STUDIES CURRICULAR COMPETENCIES*	<p>Cannot identify significance of people, events or places</p> <p>Very limited understanding of others' perspectives</p>	<p>Identifies significance; may be vague</p> <p>Recognizes others' perspectives; underdeveloped understanding</p>	<p>Defends significance of people, events or places</p> <p>Constructs narratives to capture different perspectives, past and present</p>	<p>Highly developed arguments defending significance</p> <p>Takes on a variety of others' perspectives; makes informed inferences about difference</p>
COMMUNICATION*	<p>Creates a simple presentation that have little sense of purpose, audience, style and/or point of view</p>	<p>Creates basic presentation with limited purpose or sense of audience; some style and point of view is evident</p>	<p>Creates meaningful presentation with clear purpose, sense of audience, own style and point of view</p>	<p>Creates expressive, purposeful presentation; engaging style and voice; highly convincing perspective</p>
COMPREHENSION*	<p>Has difficulty identifying main ideas and some important details; can re-tell some events</p>	<p>Identifies main ideas and most important details; attempts to paraphrase or summarize</p>	<p>Accurately identifies main ideas and most important details; effectively summarizes</p>	<p>Concise summarizes main ideas and most important details; connects to meaning and purpose.</p>

NAME(S): _____

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PROJECT COMPLETION CHECKLIST (Student Self-Evaluation):

- Have I selected detailed sources of information that are readable, reliable and useful? (at minimum 3-4 documentaries, articles, books, webpages)
- Have I evaluated each source of information and demonstrated my note taking and comprehension/summarizing skills by completing a Notes Sheet for each source?
- Have I identified 3-4 or more questions to guide my research?
- Do I understand what I am reading or viewing during my research?
- Have I selected an appropriate, effective format (poster, info chart, report, model etc.) to communicate my learning to the audience? (other students in the school)
- Is my final presentation product well planned, designed and carefully presented?
- Have I collected interesting traditional stories, images, or other artifacts that will engage my audience and communicate my ideas?
- Have I demonstrated expert, detailed knowledge of my topic? Am I confident in my answers about my research questions?
- Before handing in my final products, have I received good feedback on first drafts? Am I sure that I meet all the criteria for "Expert" on the evaluation rubric?