

# **INDIGENOUS CONTEST 2020 JUDGING RUBRIC GRADES 7 TO 9**

## Entry Number \_\_\_\_\_ Hero\_\_\_\_\_

### Evaluation

#### 1. Hero Background

• Covered Hero's background and accomplishments

1	2	3	4	5
Major events and significant details of the hero's life have been poorly captured. Evidence of research is difficult to determine.	Major events and significant details of the hero's life have been superficially captured. Evidence of incomplete research.	Major events and significant details of the hero's life have been appropriately captured. Evidence of generalized research.	Major events and significant details of the hero's life have been specifically captured. Evidence of thoughtful research.	Major events and significant/interesting details of the hero's life have been precisely captured. Evidence of skilled and comprehensive research.

## 2. Hero as Leader and How They Shaped Life in Alberta

- How they supported the community
- Qualities of leadership that made them stand out
- What was the impact of their leadership and community support?
- How does their impact affect us today?

0-2	3-4	5-6	7-8	9-10
Illogical discussion of	Incomplete	Generalized discussion	Specific	Insightful discussion
the required elements.	discussion of the	of the required elements.	discussion of the	of the required
Impact has been	required elements.	Impact has been	required elements.	elements.
inappropriately	Impact has been	appropriately selected	Impact has been	Impact has been
selected and reflects	superficially selected	and reflects a straight-	thoughtfully selected	precisely selected and
an inaccurate	and reflects a trivial	forward understanding	and reflects a	reflects a
understanding of	understanding of the	of the issues that the	convincing	comprehensive
the issues that the	issues that the hero	hero cared about during	understanding of the	understanding of the
hero cared about	cared about during	his/her lifetime. A bit of	issues that the hero	issues that the hero
during his/her	his/her lifetime or	understanding of	cared about during	cared about during
lifetime or how they	how they affect us	how they affect us now.	his/her lifetime and	his/her lifetime and
affect us now.	now.	-	how they affect us	how they affect us now.
			now.	-

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### 3. Student as Leader

- How the student was inspired by the hero
- Student's leadership and citizenship plans

1-2	3-4	5-6	7-8	9-10
Incomplete discussion of impact on student through study of hero. May not describe future plans.	Brief discussion of impact on student through study of hero. Describes future plans at a superficial level.	General discussion of impact on student through study of hero. Description of future is general in nature.	Thoughtful discussion of impact on student through study of the hero. Description of future seems to be authentic rather than forced.	Insightful discussion of impact on student through study of the hero. Description of future is authentic and moving.

#### 4. Essay

- Opening, body, conclusion
- Quote references and interviews
- Grammar, mechanics

1	2	3	4	5
Organization-	Organization-	Organization-	Organization-	Organization-
key pieces	key pieces are	key elements are	key elements are	key elements are
missing.	present but	present and	present and	present and used
References-	awkward. May be	functional.	support	skilfully to enhance
may be missing	missing a suitable	<u>References</u> are	understanding.	understanding.
Grammar,	conclusion.	present but may	References are	<u>Reference</u> s are present
spelling,	References-	be largely	present and	and include several
mechanics-	minimal or may have	dependent on	include examples	examples beyond the
weak and a	only used one or two	the Alberta	beyond the Alberta	Alberta Champion's site.
hindrance to	from the Alberta	Champion's site.	Champion's site.	Grammar, spelling
communication.	Champion's site.	Grammar, spelling	Grammar, spelling	mechanics are
<u>Tone</u> may be	Grammar, spelling	mechanics support	mechanics are	controlled, skillful and
flippant or	mechanics often	clear communication.	controlled, skillful	support clear
disrespectful.	interfere with	<u>Tone</u> can be described	and support clear	communication.
_	communication.	as neutral.	communication	Evidence of thoughtful
	<u>Tone</u> may be		<u>Tone</u> can be	choices throughout.
	flippant or		described as	<u>Tone</u> can be described
	disrespectful.		respectful.	as respectful and genuine.

## 5. Comments

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