**Indian Act Challenge Rubric**

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|  | 4 | 3 | 2 | 1 |
| **Writing Mechanics**   * grammar * punctuation * spelling * sentence structure   **Stem 2** Writes to develop, organize and express information and ideas | There are no spelling, punctuation, or grammar errors in the entire document.  It is clear that the team edited the document fully. | There are few spelling, punctuation, or grammar errors in the entire document which do not detract from the meaning.  It is clear that the team edited the document fully, but may benefit from another round of edits, peer edits, digital editing software, or reading the writing out loud. | There are spelling, punctuation, or grammar errors in the document which detract from the quality of communication.  It is clear that the team needs to edit their work further. | There are many spelling or grammar mistakes which do not meet grade expectations.  The team must edit their work, and resubmit it for an improved mark. |
| **Writing Organization**   * paragraph formatting * logical sense and order of ideas   **Stem 3** Manages and evaluates information and ideas | Response is very well organized into logical paragraphs that have consistent and natural flow.  The ideas presented by the student are perceptive and/or carefully chosen. | Response is mostly well organized and logical, but may have some lapses in order or paragraph formatting.  The ideas are appropriate, and development of the topic is adequate. | Response is split into paragraphs, but those paragraphs may be out of order, or paragraphs may not retain a central focus. Information may be scattered.  The ideas are superficial and/or flawed, and development of the topic is inadequate. | Writing is unorganized, and random. More time must be spent either planning or editing your work, or both.  The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective. |
| **Writing Content**  **Stem 7** Demonstrates knowledge and understanding of citizenship and identity  **Stem 8** Explores events and issues from different points of view | The student’s exploration of the topic is insightful and/or imaginative.  Assignment effectively demonstrates perceptive knowledge and understanding of Canada’s history by analyzing and synthesizing relevant information. | The student’s exploration of the topic is adept and/or plausible.  Assignment demonstrates knowledge and understanding of Canada’s history. | The student’s exploration of the topic is clear and/or logical, but may waver towards being tenuous and/or simplistic.  Assignment often demonstrates basic knowledge and understanding of Canada’s history. | The student’s exploration of the topic is minimal and/or tangential.  Assignment does not demonstrate the student’s knowledge and understanding of Canada’s history. |
| **Inquiry**  **Stem 9** Demonstrates skills and processes for inquiry and research | Project represents an in-depth, critical, and insightful solution to the challenge presented. | Project represents a thorough solution to the challenge presented with minimal areas lacking in critical insights. | Project represents an adequate solution to the challenge presented, however a few areas may be lacking in their critical thinking or insightfulness. | Project does not demonstrate critical thinking, or a development of ideas to resolve the proposed challenge. |
| **Writing Communication**  **Stem 10** Communicates ideas in an informed and persuasive manner | Supporting details are precise, and/or original.  Uses appropriate, relevant, and compelling content to argue their solution. | Supporting details are specific and/or apt.  Uses relevant content to demonstrate their solution. | Information presented is imprecise and/or undiscerning.  The purpose of the assignment is only partially fulfilled.  Uses some relevant content to explain their solution. | Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled. |