

Heritage Fair Rubric

Date:

Name of Judge:

Name of Student:

Title of Project:

Project Number:

Historical & Critical Thinking:	/16
Speaking:	/32
Display:	/32
Overall Impressions:	/4
Total:	/84

Scale Descriptors

4 (EX – Exemplary): The student demonstrated the concept or skill in a way that is *above* what is expected for their grade-level. Evidence indicates in-depth understanding, demonstration or application of the outcome.

3 (ME – Meeting): The student demonstrated the concept or skill in a way that is appropriate for their grade-level. Evidence indicates good understanding, demonstration or application of the outcome.

2 (AP – Approaching): The student is coming close to demonstrating this concept or skill in a way that is appropriate for their grade-level but still has some room for growth. Evidence indicated progression towards understanding, demonstration or application of the outcome.

1 (BE – Beginning): The student has not shown that they are able to demonstrate this concept or skill at grade-level. Evidence indicated initial understanding, demonstration or application of the outcome.

Definitions

Critical Thinking – The ability to analyze cause and consequence (*this happened because of this*), interpret information (*what does this mean on a deeper level*), identify similarities and differences (*then and now / this or that*), and take a historical or ethical perspective (*what does this mean for us; how does this impact our lives today*).

Primary Sources – Sources that demonstrate a first-hand account of a time period, place or event. Examples of such sources are letters, diaries, government/church/business records, oral histories, photographs, motion pictures, videos, maps, land records and blueprints. Online sources (like blogs, social media posts, etc.) can also be primary sources if the topic is recent and they are being used like letters and diaries.

Creative Elements – Artwork, models, drawings, dioramas, sliding panels, etc.; digital technology (slideshows, QR codes, interview clips, videos, recordings, websites, blogs, games, etc.); performances, creative writing, etc.

Text Features – Captions, Comparisons, Glossary, Illustrations, Index, Labels, Graphs, Timelines, Maps, Diagrams, Models

Historical and Critical Thinking				
	1 (Beginning)	2 (Approaching)	3 (Meeting)	4 (Exemplary)
Historical Significance	The student is not able to articulate how their topic is significant to Canadian heritage and/or the world at large. The student is unable to distinguish between personal significance and broader historical significance.	The student attempts to demonstrate how their topic is significant to Canadian heritage and/or the world at large.	The student can explain at least one of the following: • how their topic is significant, • how it helps us understand wider issues, or • why it should be remembered in Canadian heritage.	The student can readily demonstrate how the topic is significant to Canadian heritage and/or the world at large, as well as to them personally if applicable. They can explain all the items listed under Level 3.
Sources	The student did not use any primary sources in their research.	The student attempted to use at least one primary source.	The student effectively used at least one primary source.	The student effectively used multiple primary sources.
Critical Thinking	The student did not demonstrate any deep level thinking about their topic. They recited information without analyzing, questioning, interpreting, comparing, or applying the content on a more significant level.	The student attempted to think more deeply about their topic, but fell short in making any significant connections, comparisons, or conclusions.	The student was able to either analyze cause and consequence, interpret information, identify similarities and differences, OR take a historical or ethical perspective.	The student was able to analyze cause and consequence, interpret information, identify similarities and differences, and take a historical or ethical perspective.
Quality of Research	The information presented is demonstrably false or dubious.	The information presented is mostly accurate but may have some dubious qualities.	The information presented is accurate, but may have some minor errors (i.e. typos, verbal mistakes).	The information presented is accurate and error-free.

Speaking				
	1 (Beginning)	2 (Approaching)	3 (Meeting)	4 (Exemplary)
Topic Knowledge	The student expresses ideas on the topic with limited clarity. They show a weak understanding of the topic.	The student expresses ideas on the topic with some clarity. They show a basic understanding of the topic.	The student expresses ideas on the topic with clarity and shows a solid understanding of the topic.	The student expresses ideas on the topic with a high degree of clarity and shows a deep understanding of the topic.
Answers Questions	The student struggled to answer questions about their topic. Note: It is up to the judge to ensure that the student understands their questions.	The student could answer some questions about their topic.	The student could answer questions about their topic and enhanced their answers with additional information if required	The student could confidently answer questions about their topic with a high degree of clarity and enhanced their answers with additional information if required.
Storytelling	The student reads their notes and rarely makes eye contact with the viewer.	The student makes some eye contact while primarily reading from their notes.	The student makes eye contact and presents some of the information from memory.	The student makes eye contact and presents their topic from memory.
Volume/Pace	Their presentation is inaudible, and the student does not respond to requests to raise their voice or slow down when asked by the judge. Note: It is up to judges to ask students to speak louder, slower, etc.	Their presentation is difficult to follow at times due to being too fast or quiet, but the student attempts to correct this when asked.	They speak at a good volume level. They demonstrate variation in rate of speech and vocal inflection to engage the listener and portray enthusiasm	They use good volume and pacing, as well as use vocal and facial expressions to hold the audience's attention. They demonstrate enthusiasm, passion and excitement for the topic.

Content	The oral presentation does not include much information	The oral presentation includes important information only.	The oral presentation includes information from all subtopics.	The oral presentation includes detailed information from all subtopics.
Organization	The information is presented in an illogical order or not presented at all, with large amounts missing.	The information presented is somewhat confusing to follow.	The information is presented in a logical order.	The information is presented in a logical order.
Connect to Display	The student doesn't refer to the information in their display.	The student occasionally refers to the information in their display but doesn't paraphrase or expand on the information.	The student refers to their display while presenting and can either paraphrase or expand on the displayed information.	The student refers to their display while presenting and can both paraphrase and expand on the displayed information.
Connection to Topic	The student shows a low level of interest in the topic and doesn't care how the listener reacts.	The student shows moderate interest in the topic and attempts to engage the listener about the topic.	The student shows significant interest in the topic and engages the listener about the topic.	The student shows a high level of interest in the topic and engages the listener to think about the topic differently, learn more, etc.

Display				
	1 (Beginning)	2 (Approaching)	3 (Meeting)	4 (Exemplary)
Appearance	The display is poorly designed.	The display shows moderate creativity in design and makes some attempt to attract viewers.	The display is creative in design and presentation. It makes a serious attempt to attract viewers.	The display is creative and attractive. It stands out and holds the attention of the viewers.

Text Font/Size	The writing/print is illegible.	The writing/print is somewhat hard to read.	The writing/print can be easily read by most viewers.	The writing/print is very clear and easy to read. The font choices draw attention to the information.
Amount of Information	There is little to no information in the display. Note: Judges are not to use their own aesthetic preferences (i.e. colour choices) to evaluate the displays, unless these coincide objectively with legibility.	There is a bit too much or too little information on the display.	The information on the display is well-balanced.	The information in the display is well-balanced.
Title	The title doesn't describe the content.	The title reasonably describes the content but could be improved.	Title connects to the topic [even if obvious].	Title is creative and stands out, while still describing the content.
Photos/Subtitles	Pictures and/or text features are illegible or non-existent. There are no subtitles or other attempts to organize the information presented.	Pictures and/or text features are included, but their relevance is not apparent, some are hard to read, or the labelling is inconsistent There are some subtitles or other attempts to organize the information presented.	Pictures and/or text features enhance the content. They are labelled, well-organized, and easy to read. The information is well organized with subtitles, labels, etc	Pictures and/or text features are well placed to draw viewers in. Pictures, text features, and labels are easy to read. Subtitles, labels, etc. are attractive and help to draw attention to the information.
Extras	No additional display items or creative elements.	Minimal additional display items and/or creative elements, or display items are irrelevant.	Additional display items and/or creative elements are directly relevant to the topic.	Additional display items and/or creative elements are attractive and enhance the topic and presentation.

Sources	Sources/photos are not credited, or sources are of dubious credibility.	Some sources/photos are uncredited, but the student has included some credible sources.	Sources/photos are credited, and the student has included credible sources.	Sources/photos are credited, and the student has included a variety of credible sources.
Cues and Conventions	The information presented is poorly written and contains many errors in spelling, sentence structure, capitalization, or punctuation.	The information presented is moderately written and contains errors in spelling, sentence structure, capitalization, or punctuation.	The information presented is well-written with proper spelling, sentence structure, capitalization, and punctuation. Any errors are minor typos. Canadian spelling is used.	The information presented is exceptionally well written with proper Canadian spelling, sentence structure, capitalization, and punctuation.

Overall Impressions			
1 (Beginning)	2 (Approaching)	3 (Meeting)	4 (Exemplary)
This project is missing many important elements.	This project has potential but is missing some key elements.	This project was well done and included all the important elements.	This project was exceptional. The student went above and beyond!