

Regional Heritage Fair

Month/Day/Year

Title of Project:	«Project Name»	Project # «Project Number»
Delegate Name:	«First name» «Last name»	

Accumulated Points

Creativity		Points = _____ /10
Organization		Points = _____ /10
Interview		Points = _____ /10
Historical Thinking		Points = _____ /10
Total		_____ /40

Judging Rubric

<u>Creativity:</u>	5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11
<p>5 – 6.5: Limited creativity in design and/or presentation; does not attempt to attract viewers. <i>Ask yourself: If I was not required to judge this project, would I stop to look? (Note, is this due to external factors such as location of the display?)</i></p> <p>7 – 8: Moderate creativity in design and/or presentation; some attempt to attract viewers. <i>Ask yourself: Would I stop to look or read about this topic even if I were not interested in the topic, or if I had no clue about what the topic was?</i></p> <p>8.5 – 9.5: Creative in design and/or presentation; serious attempt to attract viewers. <i>Ask yourself: If the project failed to captivate me, is this due to factors outside of the student's control, including my personal biases and knowledge?</i></p> <p>10+: Creativity in design and/or presentation <u>stands out</u>; successfully attracts and holds attention of viewers. <i>Ask yourself: Are my personal biases, knowledge, and experience with the topic or student(s) responsible for how much I enjoyed this presentation?</i></p>	

<u>Organization:</u>	5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11
<p>5 – 6.5: Demonstrates limited planning and processing of the project; demonstrates limited organization skills. <i>Ask yourself: What outside factors might have contributed to a student's project seeming disorganized? Did I ask the right questions? Did I misinterpret their topic?</i></p> <p>7 – 8: Demonstrates somewhat effective planning and processing of the project; demonstrates somewhat effective organizational skills. <i>Ask yourself: Did the student adequately convey the topic to the best of their expected grade level?</i></p> <p>8.5 – 9.5: Demonstrates considerably effective planning and processing of the project; demonstrates considerably effective organizational skills. <i>Ask yourself: Did the student adequately convey the topic, their research process, and their conclusions, to the best of their expected grade level?</i></p> <p>10+: Demonstrates highly effective planning and processing of the project; demonstrates highly effective organizational skills. <i>Ask yourself: Did the student adequately convey the topic, their research process, and their conclusions, <u>exceeding</u> the best of their expected grade level?</i></p>	

Interview:
<i>Please Note: Accents, speech impediments, requiring an interpreter (i.e. for sign language), etc., should not be a factor when evaluating a student's communication skills.</i>
5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11
<p>5 – 6.5: Expresses ideas on the topic with limited clarity; shows limited understanding of and/or interest in the topic. <i>Ask yourself: Am I asking the right questions? Are my questions worded in such a way as to be confusing? (Keep in mind the age and grade of the student.)</i></p> <p>7 – 8: Expresses ideas on the topic with some clarity; shows basic understanding of and/or moderate interest in the topic OR shows high level of interest and knowledge but clarity of expression is somewhat limited. <i>Ask yourself: Am I asking the right questions? Is the student reacting to my perceived lack of interest by going off on tangents? Are my questions worded in such a way as to be confusing?</i></p> <p>8.5 – 9.5: Expresses ideas on the topic with significant clarity; shows significant understanding of and/or significant interest in the topic. <i>Ask yourself: Am I satisfied that the student covered the topic and any questions that I asked? No matter what the topic, was the presentation easy to follow? Was it enjoyable?</i></p> <p>10+: Expresses ideas on the topic with high degree of clarity; shows excellent understanding of and/or a highly-articulate level of interest in the topic. <i>Ask yourself: Did I learn something new? Was the presentation enjoyable? Was I entertained as well as informed? Did the student respond to my questions with relative ease?</i></p>

Historical Thinking:
5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11
<p>Six Elements of Historical Thinking:</p> <ol style="list-style-type: none"> 1. Historical Significance 2. Use of Primary Sources 3. Cause & Consequence 4. Continuity & Change 5. Historical Perspectives 6. Ethical Dimension
<p>5 – 6.5: Limitedly effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large. <i>Ask yourself: Am I keeping in mind the age and grade level of the student? Did I ask the right questions?</i></p> <p>7 – 8: Basically effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large. <i>Ask yourself: Am I keeping in mind the grade level of the student and the scope of the topic? Did I ask the right questions? Did the student have some ideas that you feel they were not able to articulate properly, but were headed in the right direction?</i></p> <p>8.5 – 9.5: Significantly effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large. <i>Ask yourself: Am I keeping in mind the grade level of the student and the scope of the topic? Did I ask the right questions?</i></p> <p>10+: Highly effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large.</p>