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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Writes to develop, organize and express information and ideas** | All written parts of the research are well organized in a logical manner. All information that is required is present. Ideas are well thought out and are expanded to their full extent. | Some written parts are organized, mostly in a logical manner. Missing some information or some parts could have been expanded. | Written texts are understandable, but the order does not make sense. Flow is a somewhat interrupted by lack of organization. | Organization does not make sense and the flow of written texts is interrupted. Ideas are not expressed clearly. |
| **Manages and evaluates information** | Student is able to independently complete graphic organizer, which was provided. Student managed non-fiction texts and was able to paraphrase information obtained. | Student needed some prompting to fill out graphic organizer. Student was able to read and mostly comprehend non-fiction texts, but required some support with paraphrasing. | Student only filled out certain parts of the graphic organizer. Student only used 1 resource for their information, which was mostly copied from the source. | Student did not use the graphic organizer. Student required support while researching. The information was not paraphrased. |
| **Represents ideas and creates understanding through a variety of media** | Student successfully represented the historical figure’s life, contributions and Canadian impacts in a variety of different ways. Student went above and beyond and added their own creative twist on the project. | Student was able to represent the figure’s life and contributions in a variety of ways. Met all requirements. | Student demonstrated basic understanding of figure’s life and contributions. Demonstrated their knowledge in a limited way. | Student did not demonstrate their knowledge of figure’s contributions to Canada. |
| **Demonstrates knowledge and understanding of citizenship and identity** | Student is able to demonstrate clearly their knowledge of the historical figure and how their identity contributed to Canada | Student is able to demonstrate some knowledge of the historical figure and how their identity shaped Canada. | Student demonstrates basic knowledge of the citizenship and identity of the historical figure chosen and how they impacted Canada. | Student did not demonstrate knowledge nor understanding of the identity of their historical figure or how they impacted Canada. |
| **Spelling/Capitals and Punctuation** | Research contained no errors. | Research contained 3-5 minor errors. | Research needed more editing, as there were multiple (6+) errors in work. | Research had 10+ avoidable errors. |