

Climate Change in My Watershed Inquiry



Marking Rubrics
Grade Level: 5-12
Climate Change Where I Live

Mind Map: Marking Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Appropriateness of Key Images	<ul style="list-style-type: none"> Dynamic use of key images that are highly suitable and have a deep connection to central image. 	<ul style="list-style-type: none"> Good use of images that are appropriate and correct in number and have a good connection to central image. 	<ul style="list-style-type: none"> Use of images is evident, but either too few or inappropriate at times. 	<ul style="list-style-type: none"> Some evidence of key images or none at all, however, some or most of the images used are ineffective or inappropriate.
Appropriateness of Key Words	<ul style="list-style-type: none"> There is a highly effective use of keywords to demonstrate the relevance and importance of images and ideas to main topic. A deep understanding of topic is demonstrated. 	<ul style="list-style-type: none"> Good use of keywords to demonstrate the relevance and importance of images and ideas to main topic. A good understanding of topic is demonstrated. 	<ul style="list-style-type: none"> Key words are used for images in order to explain their importance and/or connections, however at times, not always suitable or relevant. Some understanding of topic is demonstrated. 	<ul style="list-style-type: none"> Limited use, to no use of key words to explain importance of images to the main idea or the connections to main ideas. Limited to no understanding of topic is demonstrated.
Overall Structure	<ul style="list-style-type: none"> A clear and highly effective indication of the connection between ideas and central image is present. The ideas consistently and accurately move in a hierarchical manner from most complex to least complex. 	<ul style="list-style-type: none"> A clear indication that ideas are connected and radiate out from the central image in a hierarchical manner from most complex to least complex. 	<ul style="list-style-type: none"> Some indication that ideas are connected and radiate out from central image and for the most part ideas are moving from most complex to least complex. 	<ul style="list-style-type: none"> Little or no indication that ideas are connected to or radiate out from centre from most complex to least complex.
Colour Selection and Appropriateness	<ul style="list-style-type: none"> There is a highly effective use of colour, codes or symbols that help to clarify and highlight the connections for all aspects of this mind map. 	<ul style="list-style-type: none"> There is good use of colour, codes or symbols that help to clarify and highlight the connections for most of the aspects of this mind map. 	<ul style="list-style-type: none"> There is an obvious, earnest attempt at the employment of colour, codes and/or symbols to clarify and highlight the connections for some aspects of the mind map, however, it is not totally effective. 	<ul style="list-style-type: none"> There is some to no evidence for the use of colour, codes and/or symbols, however, these efforts lack purpose and clarity and do not bring clarity to the mind map.
Central Image	<ul style="list-style-type: none"> Picture stands out, very clear, memorable and a high degree of imagination and creativity involved. 	<ul style="list-style-type: none"> Clear picture, relates well to topic at hand, some imagination and creativity involved. 	<ul style="list-style-type: none"> Somewhat clear, but lacking in suitability with topic at hand. 	<ul style="list-style-type: none"> Not very clear and difficult to separate from other images and words in the map.
Comments				

Poem/Song Performance: Marking Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Presentation of Information <i>Presentation of the elements impacting maple syrup production</i>	<ul style="list-style-type: none"> Thorough presentation of the elements. 	<ul style="list-style-type: none"> Considerable number of elements are presented. 	<ul style="list-style-type: none"> Some elements are presented. 	<ul style="list-style-type: none"> Limited number of elements is presented.
Accuracy <i>Accuracy in the presentation of the elements impacting maple syrup production</i>	<ul style="list-style-type: none"> All events are accurate. 	<ul style="list-style-type: none"> Contains no more than two minor errors. 	<ul style="list-style-type: none"> Contains no more than three minor errors. 	<ul style="list-style-type: none"> Contains at least one major error or three minor errors.
Knowledge / Understanding <i>Organization of the son/poem respects the processes involved in maple syrup production</i>	<ul style="list-style-type: none"> All information is well organized in a logical order. 	<ul style="list-style-type: none"> Information is well organized with more than one minor error. 	<ul style="list-style-type: none"> Information is well organized with no more than two errors. 	<ul style="list-style-type: none"> Information is poorly organized with more than three errors.
Communication <i>Delivery of the message</i>	<ul style="list-style-type: none"> The message to the viewers is clear and strong. It would have been easy for the listener to understand. 	<ul style="list-style-type: none"> The message to the viewer is clear. The listeners would have understood the message. 	<ul style="list-style-type: none"> The message to the viewer is clear. The listeners would have understood the message. 	<ul style="list-style-type: none"> The message is unclear or impossible for the listener to follow.
Comments				

Infographic: Marking Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Application (Research) <i>Has the student effectively used print and/or internet sources to research the topic?</i>	<ul style="list-style-type: none"> A high degree of research has been demonstrated. 	<ul style="list-style-type: none"> Considerable research has been demonstrated. 	<ul style="list-style-type: none"> Some research has been demonstrated. 	<ul style="list-style-type: none"> Little to no research has been demonstrated.
Thinking / Inquiry <i>Has the student thought about and completed the task in a creative manner?</i>	<ul style="list-style-type: none"> Creative thinking skills have been utilized with a high degree of effectiveness. 	<ul style="list-style-type: none"> Creative thinking skills have been utilized with considerable effectiveness. 	<ul style="list-style-type: none"> Creative thinking skills have been utilized with moderate effectiveness. 	<ul style="list-style-type: none"> Creative thinking skills have been utilized with little to no effectiveness.
Communication <i>Has the student included a title, background, colour accurately and neatly?</i>	<ul style="list-style-type: none"> A title, background, and colour have been done with thorough accuracy and neatness. 	<ul style="list-style-type: none"> A title, background, and colour have been done with considerable accuracy and neatness. 	<ul style="list-style-type: none"> A title, background, and colour have been done with some accuracy and neatness. 	<ul style="list-style-type: none"> A title, background, and colour have been done with little to no accuracy and neatness.
Knowledge / Understanding <i>Did the visual material (minimum 2 pictures and 1 diagram) accurately depict the topic?</i>	<ul style="list-style-type: none"> Visual material depicted the climate factor in a thoroughly accurate manner. 	<ul style="list-style-type: none"> Visual material depicted the climate factor with considerable accuracy. 	<ul style="list-style-type: none"> Visual material depicted the climate factor with some accuracy. 	<ul style="list-style-type: none"> Visual material depicted the climate factor with little to no accuracy.
Communication <i>Has the student effectively answered the questions?</i>	<ul style="list-style-type: none"> Questions answered with a high degree of clarity. 	<ul style="list-style-type: none"> Questions answered with considerable clarity. 	<ul style="list-style-type: none"> Questions answered with moderate clarity. 	<ul style="list-style-type: none"> Questions answered with little to no clarity.
Comments				