

eCards Assessment Rubric – Alberta English Language Arts

Expectations	Criteria	Level 4	Level 3	Level 2	Level 1
<p>Knowledge/Understanding Clarify and shape understanding by using talk, notes and personal writing together with texts and the ideas of others</p>	<ul style="list-style-type: none"> Researches the chosen climate topic and answersthe research questions 	Researches the chosen climate topic and answers the research questions comprehensively and effectively	Researches the chosen climate topic and answers the research questions with considerable effectiveness	Researches the chosen climate topic and answers the research questions with some effectiveness	Researches the chosen climate topic and answers the research questions with limited effectiveness
<p>Thinking/Inquiry Demonstrates respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts</p>	<ul style="list-style-type: none"> Analyzes information and identifies different perspectives 	Uses information sources to learn more about climate sources and identifies different perspectives with a high degree of accuracy	Uses information sources to learn more about climate sources and identifies different perspectives with considerable accuracy	Uses information sources to learn more about climate sources and identifies different perspectives with some accuracy	Uses information sources to learn more about climate sources and identifies different perspectives with limited accuracy
<p>Communication Communicates ideas in a variety of texts to inform and convince the audience</p>	<ul style="list-style-type: none"> Uses language and tone appropriate to the audience Writes persuasive text 	Communicates ideas accurately and persuasively with a tone that is highly appropriate to the audience	Communicates ideas with considerable accuracy and persuasiveness with a tone that is mostly appropriate to the audience	Communicates ideas with some accuracy and persuasiveness with a tone that is somewhat appropriate to the audience	Communicates ideas with limited accuracy and persuasiveness with a tone that is limited in its appropriateness to the audience
<p>Application Synthesize ideas and information from a variety of sources to form an opinion</p>	<ul style="list-style-type: none"> Supports opinions with examples Creates a cohesive message 	Applies knowledge and skills with a high degree of effectiveness	Applies knowledge and skills with considerable effectiveness	Applies knowledge and skills with some effectiveness	Applies knowledge and skills with limited effectiveness

eCards Assessment Rubric – Alberta Social/Science

Expectations	Criteria	Level 4	Level 3	Level 2	Level 1
<p>Knowledge/Understanding</p> <p>Demonstrate an understanding of the roles of governments and individuals in our energy choices</p>	<ul style="list-style-type: none"> Provides examples of individual choices regarding energy use Provides examples of government decisions regarding energy choices 	Explains with comprehensive detail individual and government decisions regarding energy choices	Explains with considerable detail individual and government decisions regarding energy choices	Explains with some detail individual and government decisions regarding energy choices	Explains with limited detail individual and government decisions regarding energy choices
<p>Thinking/Inquiry</p> <p>Critically evaluate ideas, information and positions</p>	<ul style="list-style-type: none"> Analyzes information in a Topic Resource Centre 	Uses information sources to learn more about energy choices and evaluates the source of information with a high degree of accuracy	Uses information sources to learn more about energy choices and evaluates the source of information with considerable accuracy	Uses information sources to learn more about energy choices and evaluates the source of information with some accuracy	Uses information sources to learn more about energy choices and evaluates the source of information with limited accuracy
<p>Communication</p> <p>Present information in a persuasive and engaging manner</p>	<ul style="list-style-type: none"> Creates a focused message Makes persuasive use of research Uses language that is appropriate to the audience Connects image to the message and title 	Communicates ideas with a high degree of accuracy and clarity in a way that is appropriate to the audience	Communicates ideas with considerable accuracy and clarity in a way that is mostly appropriate to the audience	Communicates ideas with some accuracy and clarity in a way that is somewhat appropriate to the audience	Communicates ideas with limited accuracy and clarity in a way that is limited in its appropriateness to the audience
<p>Application</p> <p>Develop a position supported by information gathered during research</p>	<ul style="list-style-type: none"> Uses real life examples Creates a cohesive message 	Applies knowledge and skills with a high degree of effectiveness	Applies knowledge and skills with considerable effectiveness	Applies knowledge and skills with some effectiveness	Applies knowledge and skills with limited effectiveness