

# eCards Assessment Rubric – Ontario Geography

Expectations	Criteria	Level 4	Level 3	Level 2	Level 1
<p><b>Knowledge/Understanding</b></p> <p>Describe ways in which technology has affected our use of natural resources</p>	<ul style="list-style-type: none"> <li>Provides examples of why the selected energy alternative is the best choice</li> </ul>	Explains with comprehensive detail the ways in which technology can influence our use of natural resources	Explains with considerable detail the ways in which technology can influence our use of natural resources	Explains with some detail the ways in which technology can influence our use of natural resources	Explains with limited detail the ways in which technology can influence our use of natural resources
<p><b>Thinking/Inquiry</b></p> <p>Locate and record relevant information from a variety of primary and secondary sources</p>	<ul style="list-style-type: none"> <li>Analyzes information in a Topic Resource Centre</li> <li>Uses Ask an Expert feature</li> </ul>	Uses information sources to learn more about climate issues and their importance with a high degree of accuracy	Uses information sources to learn more about climate issues and their importance with considerable accuracy	Uses information sources to learn more about climate issues and their importance with some accuracy	Uses information sources to learn more about climate issues and their importance with limited accuracy
<p><b>Communication</b></p> <p>Communicate the results of inquiries for specific purposes and audiences</p>	<ul style="list-style-type: none"> <li>Creates a focused message</li> <li>Makes persuasive use of research</li> <li>Connects image to message and title</li> <li>Uses language that is appropriate to the audience</li> <li>Uses geographic vocabulary</li> <li>Uses fonts and colours effectively</li> </ul>	Communicates ideas with a high degree of accuracy and clarity appropriate to the audience	Communicates ideas with considerable accuracy and clarity appropriate to the audience	Communicates ideas with some accuracy and clarity appropriate to the audience	Communicates ideas with limited clarity appropriate to the audience
<p><b>Application</b></p> <p>Present and defend a point of view on how a resource should be used</p>	<ul style="list-style-type: none"> <li>Uses real life examples</li> <li>Creates a cohesive message</li> </ul>	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 – Ontario Language Arts

Expectations	Criteria	Level 4	Level 3	Level 2	Level 1
<p><b>Knowledge/Understanding</b></p> <p>Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li>Researches the chosen climate topic and answers the Research Questions</li> </ul>	<p>Researches the chosen climate topic and answers the Research Questions comprehensively and effectively</p>	<p>Researches the chosen climate topic and answers the Research Questions with considerable effectiveness</p>	<p>Researches the chosen climate topic and answers the Research Questions with some effectiveness</p>	<p>Researches the chosen climate topic and answers the Research Questions with limited effectiveness</p>
<p><b>Thinking/Inquiry</b></p> <p>Recognize a variety of text forms, text features and stylistic elements, and demonstrate an understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li>Understands the suitability of their eCard in relation to the chosen topic and recipient</li> </ul>	<p>Understands and is able to explain with a high degree of accuracy the suitability of their eCard in relation to the chosen topic and recipient</p>	<p>Understands and is able to explain with considerable accuracy the suitability of their eCard in relation to the chosen topic and recipient</p>	<p>Understands and is able to explain with some accuracy the suitability of their eCard in relation to the chosen topic and recipient</p>	<p>Understands and is able to explain with limited accuracy the suitability of their eCard in relation to the chosen topic and recipient</p>
<p><b>Communication</b></p> <p>Generate, gather and organize ideas and information to write for an intended purpose and audience</p>	<ul style="list-style-type: none"> <li>Uses language and tone appropriate to the audience</li> <li>Writes persuasive text</li> </ul>	<p>Communicates ideas accurately and persuasively, with a tone that is appropriate to the audience</p>	<p>Communicates ideas with considerable accuracy and persuasiveness, with a tone that is mostly appropriate to the audience</p>	<p>Communicates ideas with some accuracy and persuasiveness, with a tone that is somewhat appropriate to the audience</p>	<p>Communicates ideas with limited accuracy and persuasiveness, with a tone that is limited in its appropriateness to the audience</p>
<p><b>Application</b></p> <p>Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <li>Responds to teacher feedback throughout the process</li> <li>Makes and sends a cohesive and visually effective eCard</li> </ul>	<p>Applies knowledge and skills with a high degree of effectiveness</p>	<p>Applies knowledge and skills with considerable effectiveness</p>	<p>Applies knowledge and skills with some effectiveness</p>	<p>Applies knowledge and skills with limited effectiveness</p>

# eCards Assessment Rubric – Ontario Media Literacy

Expectations	Criteria	Level 4	Level 3	Level 2	Level 1
<p><i>Knowledge/Understanding</i></p> <p>Demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li>• Uses the Internet and online research material</li> </ul>	Uses the eCards website to research climate issues and their importance with a high degree of accuracy	Uses the eCards website to research climate issues and their importance with considerable accuracy	Uses the eCards website to research climate issues and their importance with some accuracy	Uses the eCards website to research climate issues and their importance with limited accuracy
<p><i>Thinking/Inquiry</i></p> <p>Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li>• Chooses graphics for their eCard that support the title and message</li> </ul>	Chooses carefully and appropriately the graphics for their eCard	Chooses with considerable effectiveness the graphics for their eCard	Chooses with some effectiveness the graphics for their eCard	Chooses with limited effectiveness the graphics for their eCard
<p><i>Communication</i></p> <p>Create a variety of media texts for different purposes and audiences</p>	<ul style="list-style-type: none"> <li>• Makes an effective eCard suited for its intended audience</li> <li>• Uses language and tone appropriate to the audience</li> <li>• Writes persuasive text</li> </ul>	Communicates ideas accurately and persuasively in a way that is appropriate to the audience	Communicates ideas with considerable accuracy and persuasiveness in a way that is mostly appropriate to the audience	Communicates ideas with some accuracy and persuasiveness in a way that is somewhat appropriate to the audience	Communicates ideas with limited accuracy and persuasiveness, with limited appropriateness to the audience
<p><i>Application</i></p> <p>Create a variety of media texts using appropriate forms, conventions and techniques</p>	<ul style="list-style-type: none"> <li>• Makes and sends a cohesive and visually effective eCard</li> </ul>	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 – Ontario Science

Expectations	Criteria	Level 4 & >4	Level 3	Level 2	Level 1 & <1
Investigate various natural and human factors that influence the Earth's climate and climate change [D2].	<ul style="list-style-type: none"> <li>Use the eCards project to complete an investigation of factors that affect the Earth's climate.</li> </ul>	Completes all four phases of the project: choose topic, conduct research, create message, send eCard.	Completes three phases of the project: choose topic, conduct research, create message, send eCard.	Completes two phases of the project: choose topic, conduct research, create message, send eCard.	Completes one phase of the project: choose topic, conduct research, create message, send eCard.
Demonstrate an understanding of natural and human factors that influence the Earth's climate and contribute to climate change [D3].	<ul style="list-style-type: none"> <li>Provide evidence of understanding how climate change can be affected by human activity.</li> </ul>	Demonstrates extensive understanding of how natural and human factors can affect climate change.	Demonstrates considerable understanding of how natural and human factors can affect climate change.	Demonstrates some understanding of how natural and human factors can affect climate change.	Demonstrates limited understanding of how natural and human factors can affect climate change.
Analyze some of the effects of climate change around the world [D1].	<ul style="list-style-type: none"> <li>Critically examine the effects of climate change on humans and/or ecosystems.</li> </ul>	Includes a thorough and detailed analysis of some of the effects of climate change.	Includes considerable thought and detail in an examination of some of the effects of climate change.	Includes some description in an examination of some of the effects of climate change.	Includes no description in an examination of some of the effects of climate change.
Assess, on the basis of research, the effectiveness of some current initiatives that address the issue of climate change and propose a further course of action related to one of these initiatives [D1.1].	<ul style="list-style-type: none"> <li>Critically examine the effectiveness of one initiative that attempts to address the issue of climate change.</li> <li>Provide critical evidence that suggestions will help mitigate climate change.</li> </ul>	<p>Produces an assessment that describes a realistic initiative in great detail that addresses a climate change issue and/or suggests a detailed course of action.</p> <p>Task suggested has details that can be implemented.</p>	<p>Produces an assessment that describes a suitable initiative in considerable detail that addresses a climate change issue and/or suggests a detailed course of action.</p> <p>Task suggested has details that can be implemented.</p>	<p>Produces an assessment that describes an initiative in some detail that addresses a climate change issue and/or suggests a vague further course of action.</p> <p>Task suggested requires more detail.</p>	<p>Produces an assessment that does not describe an initiative that addresses a climate change issue and/or suggests a further course of action.</p> <p>Superficial/irrelevant task suggested.</p>
Communicate ideas, plans, procedures, results and conclusions in writing using appropriate language [A1.11].	<ul style="list-style-type: none"> <li>Make and send a clearly organized and focused eCard.</li> <li>Construct the eCard in ways that will educate and motivate the reader to make changes to help mitigate climate change.</li> </ul>	<ol style="list-style-type: none"> <li>Topic is complex.</li> <li>Conclusion is clear and effective.</li> <li>Supporting details are skillfully chosen for effect.</li> <li>Voice is used to reinforce purpose and to connect with the reader.</li> <li>Virtually no errors in spelling, punctuation and sentence structure.</li> </ol>	<ol style="list-style-type: none"> <li>Topic is clear.</li> <li>Conclusion is clear.</li> <li>Supporting details are sufficient, effective and relevant.</li> <li>Voice is clear and consistent.</li> <li>Few errors in spelling, punctuation and sentence structure.</li> </ol>	<ol style="list-style-type: none"> <li>Topic is evident.</li> <li>Conclusion is evident.</li> <li>Supporting details are sufficient, ineffective and relevant.</li> <li>Voice is unclear and inconsistent.</li> <li>Errors in spelling, punctuation and sentence structure.</li> </ol>	<ol style="list-style-type: none"> <li>Topic is unclear.</li> <li>Conclusions are weak or missing.</li> <li>Insufficient supporting details.</li> <li>Voice is inappropriate.</li> <li>Many errors in spelling, punctuation, and sentence structure.</li> </ol>

