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| |  | | --- | | **Let’s Visit Saskatchewan Project Rubric    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| CATEGORY | **4 Excelling** | **3  Meeting** | **2. Beginning to Meet** | **1.Needs Work** |
| **Creative Writing Project:**  **1.poetry**  **2.brochure**  **3.book**  **4.letter writing**  **5.Saskatchewan Legend** | -writing provides excellent new information about Saskatchewan in an eye pleasing & creative way.  -writing uses variety of descriptive language and writing forms to inspire interest in Saskatchewan  -vocabulary used makes writing interesting and allows for a reader to use senses for visualizing. | -writing describes Saskatchewan creatively.  -some basic facts are outlined  -images are colourful and neat  -the language used makes sense  -there isn’t a variety of new vocabulary introduced to make writing seem exciting but reader can understand main ideas being described. | -Writing briefly outlines a few facts about Saskatchewan.  -writing is understandable but may not be dynamic or have interesting word choices.  -there is a lot of vacant spaces or lacks colour  -writing isn’t legible at times (readable)  -ideas are very brief  -information is outlined in one sentence without too much elaborate detail | - information appears to be disorganized  -writing is incomplete  -writing is very brief and doesn’t tell or describe much  -writing doesn’t make sense  -there is lots of doodles, rips or is messy. |
| **Art Project:**  **1.Poster**  **2.Pictographs**  **3.Postcard**  **4.Sask. Colours**  **5.Sask. City** | -hand drawn illustrations are exceptionally eye pleasing, neat and colourful  -illustrations, drawings or pictures are thorough in accuracy and add to the reader's understanding of the topic.  -100% of the space is used wisely and supports ideas. | -pictures and illustrations are coloured neatly  -illustrations are accurate and add to the reader's understanding of the topic.  -most of the space is used and is visible to the audience. | -colouring is somewhat neat  -illustrations have a few details and add some understanding of the topic.  -pictures are small or do not use the space effectively.  -not many illustrations or images are used. | -colouring is incomplete or is done hastily, scribbled, or has large white spots  -illustration is hard to decipher what is being portrayed or details are inaccurate  -empty space, incomplete |
| **Mechanics & Neatness** | No grammatical, spelling, or punctuation errors  -text is neatly typed or handwritten  -text was carefully measured to use all the space and follows a straight line | only 1-2 grammatical, spelling or punctuation errors  -text is neatly printed and legible  -text uses most of the space and is straight | -3-4 grammatical spelling, or punctuation errors.  -text is printed neatly most of the time  -print is small, hard to read, or there is some blank empty spaces | -5 or more grammatical, spelling, or punctuation errors.  -printing is messy, illegible, or sloppy  -print leaves many open spaces and lacks content |
| **Peer participation** | -actively watches respectfully, quietly and attentively  -asks the presenter questions to express a genuine interest to learn more about projects  -provides positive feedback by comments, suggestions, and compliments that are specific to what peers are doing well | -is a respectful listener by watching most of the time and quietly listening to presentation  -will sometimes ask questions of presenters to provide more information  -assigns marks and a brief comment on presentation | -doesn’t look at presenter but is quiet  -is doodling, working or reading while others present  -will ask redundant questions that were already answered by the presenter  -puts negative comments  -doesn’t provide any feedback on peer assessments | -does not display active listening skills: no eye contact, not attending (drawing etc), chatting,  Outbursts  -does not ask any questions  -does not provide any feedback, comments, or marks for presenter |
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Student assessment

Teacher assessment