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| **Category** | **Excellent**  **(5-6)** | **Satisfactory (3-4)** | **Needs Improvement (2)** | **Incomplete (0-1)** |
| **Written Content** | * Clearly demonstrates a deep understanding of the topic * Covers all impacts required in detail * Goes into further depth on each subject breaking down related sub-topics * Includes strong transitions and clear topic sentences which tie each section to an overall argument * Appropriate connections are made between sections * Section headers are used where necessary * Clearly laid out and organized | * Covers all impacts required in detail * Includes strong transitions and clear topic sentences * Appropriate connections are made between sections * Section headers are used where necessary | * Does not understand the topic or demonstrates a surface understanding * Does not cover all required impacts or covers in a limited or insufficient manner * Does not include clear transitions or a clear argument * Limited connections are made between sections * Section headers are not used or are unclear * Errors take away from meaning | * Missing all or significant impacts * Errors significantly hamper understanding * Does not include a written component |
| **Visual Content** | * Maps, tables, and graphics are included in the project * All visuals are labeled clearly in black pen or typed * All visuals have a caption * All labels are parallel with the bottom of the page (except labels for rivers on maps) * All visuals are drawn or created by group members * All visuals are coloured neatly | * Maps, tables, and graphics are included in the project * All visuals are labeled * All visuals have a caption * Most visuals are drawn or created by group members * Most visuals are coloured * Errors in spelling, labeling, captioning, or neatness impact meaning or understanding | * Maps, tables, and graphics are included but are limited or lack connection to the project as a whole * Most visuals were not drawn or created by group members * Errors in spelling, labeling, captioning, or neatness significantly impact meaning or understanding | * No relevant maps, tables or graphics are included |
| **Analysis** | * Clearly understands what they have read * Identifies impacts that are general to indigenous people in Canada as well as those that are group specific * Gives a clear explanation of each event and its impact | * Shows some understanding of what they have read * Identifies mostly general impacts to indigenous people in Canada * Attempts to give a clear explanation of each event and impact | * Shows a limited or weak understanding of what they have read * Resorts to listing fact about the group or in general about indigenous peoples in Canada * Explanation is difficult to understand or too vague | * Shows no understanding * Explanation is muddled or incorrect * Information is incorrect or missing |
| **Synthesis** | * Makes thoughtful, in-depth connections between the experience of group and historical event * Discusses connections in detail showing awareness of further implications * Able to connect visuals to impacts and historical significance * Demonstrates understanding of Continuity and Change and connects it to Historical Significance of events | * Makes connections between the experience of group and historical event * Discusses connections in detail * Able to connect visuals to impacts and historical significance * Demonstrates understanding of Continuity and Change | * Makes limited connections between events and consequences * When connections are acknowledge they are not developed or discussed clearly * Does not show a clear understanding of Continuity and Change or other themes and ideas | * Makes no connections between events and consequences * Provides no explanations or detail * Does not tie in visuals or larger themes and ideas |
| **Hypothesis** | * Uses the information researched and developed in this project to predict contemporary issues or challenges * Recognizes that indigenous culture remains a living culture rather than a historical one * Recognizes the impact of historical events on modern peoples and their relationships with one another | * Makes some predictions about contemporary issues and challenges (may be more general than group specific) * Uses some evidence to support predictions * Makes some mention of the impact of the historical events on contemporary peoples | * Attempts to make predictions but does not use or uses limited support for these conclusions | * Does not attempt to make predictions |