**\_\_\_\_\_\_\_\_\_\_\_  Regional Heritage Fair**

Month/Day/Year

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| Title of Project: | **«Project Name»** | Project # «Project Number» |
| Delegate Name: | «First name» «Last name» | |

**Accumulated Points**

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| Creativity | Points =  \_\_\_\_\_\_\_\_/10 |
| Organization | Points = \_\_\_\_\_\_\_\_/10 |
| Interview | Points = \_\_\_\_\_\_\_\_/10 |
| Historical Thinking | Points = \_\_\_\_\_\_\_\_/10 |
| Total | \_\_\_\_\_\_\_\_\_/40 |

**Judging Rubric**

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| **Creativity:** |
| 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11 |
| **5 – 6.5:** Limited creativity in design and/or presentation; does not attempt to attract viewers.  *Ask yourself: If I was not required to judge this project, would I stop to look? (Note, is this due to external factors such as location of the display?)*  **7 – 8:** Moderate creativity in design and/or presentation; some attempt to attract viewers.  *Ask yourself: Would I stop to look or read about this topic even if I were not interested in the topic, or if I had no clue about what the topic was?*  **8.5 – 9.5:** Creative in design and/or presentation; serious attempt to attract viewers.  *Ask yourself: If the project failed to captivate me, is this due to factors outside of the student’s control, including my personal biases and knowledge?*  **10+:** Creativity in design and/or presentation stands out; successfully attracts and holds attention of viewers.  *Ask yourself: Are my personal biases, knowledge, and experience with the topic or student(s) responsible for how much I enjoyed this presentation?* |

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| **Organization:** |
| 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11 |
| **5 – 6.5:** Demonstrates limited planning and processing of the project; demonstrates limited organization skills.  *Ask yourself: What outside factors might have contributed to a student’s project seeming disorganized? Did I ask the right questions? Did I misinterpret their topic?*  **7 – 8:** Demonstrates somewhat effective planning and processing of the project; demonstrates somewhat effective organizational skills.  *Ask yourself: Did the student adequately convey the topic to the best of their expected grade level?*  **8.5 – 9.5:** Demonstrates considerably effective planning and processing of the project; demonstrates considerably effective organizational skills.  *Ask yourself: Did the student adequately convey the topic, their research process, and their conclusions, to the best of their expected grade level?*  **10+:** Demonstrates highly effective planning and processing of the project; demonstrates highly effective organizational skills.  *Ask yourself: Did the student adequately convey the topic, their research process, and their conclusions, exceeding the best of their expected grade level?* |

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| **Interview:** |
| ***Please Note: Accents, speech impediments, requiring an interpreter (i.e. for sign language), etc., should not be a factor when evaluating a student’s communication skills.*** |
| 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11 |
| **5 – 6.5:** Expresses ideas on the topic with limited clarity; shows limited understanding of and/or interest in the topic.  *Ask yourself: Am I asking the right questions? Are my questions worded in such a way as to be confusing? (Keep in mind the age and grade of the student.)*  **7 – 8:** Expresses ideas on the topic with some clarity; shows basic understanding of and/or moderate interest in the topic **OR** shows high level of interest and knowledge but clarity of expression is somewhat limited.  *Ask yourself: Am I asking the right questions? Is the student reacting to my perceived lack of interest by going off on tangents? Are my questions worded in such a way as to be confusing?*  **8.5 – 9.5:** Expresses ideas on the topic with significant clarity; shows significant understanding of and/or significant interest in the topic.  *Ask yourself: Am I satisfied that the student covered the topic and any questions that I asked? No matter what the topic, was the presentation easy to follow? Was it enjoyable?*  **10+:** Expresses ideas on the topic with high degree of clarity; shows excellent understanding of and/or a highly-articulate level of interest in the topic.  *Ask yourself: Did I learn something new? Was the presentation enjoyable? Was I entertained as well as informed? Did the student respond to my questions with relative ease?* |

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| **Historical Thinking:** |
| 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 // 10.5 11 |
| **Six Elements of Historical Thinking:**   1. **Historical Significance** 2. **Use of Primary Sources** 3. **Cause & Consequence** 4. **Continuity & Change** 5. **Historical Perspectives** 6. **Ethical Dimension** |
| **5 – 6.5:** Limitedly effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large.  *Ask yourself: Am I keeping in mind the age and grade level of the student? Did I ask the right questions?*  **7 – 8:** Basically effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large.  *Ask yourself: Am I keeping in mind the grade level of the student and the scope of the topic? Did I ask the right questions? Did the student have some ideas that you feel they were not able to articulate properly, but were headed in the right direction?*  **8.5 – 9.5:** Significantly effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large.  *Ask yourself: Am I keeping in mind the grade level of the student and the scope of the topic? Did I ask the right questions?*  **10+:** Highly effective in demonstrating how their topic is significant to Canadian heritage and/or the world at large. |