**Museum Exhibition: Rubric**

*How Have Black Canadians made Significant contributions to Canada?*

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| **Curricular Competency** | **Extending** | **Proficient** | **Developing** | **Emerging** |
| **1)Significance**Explanation and Justification for inclusion in exhibit | Sophisticated assessment of significance of using two criteria. Support and explanation show thoughtful consideration of the criteria | Explains aspects of significance of the artifact using two criteria provided. Support and explanation given. | Includes some aspects of significance using some criteria provided. Some support and explanation are missing or unclear.  | Provides little or no details to justify its significance or inclusion in the exhibit. |
| **2)Historical Perspective** | Provides insightful historical context and justification for its inclusion in the exhibit. | Provides historical information to help better understand the significance of the artifact. | Provides some historical context that may not be relevant. | Provides little or no historic context. |
| **3)Quality of Museum Panel** | Constructed well and visually appealing. Use of:* Color/texture,etc. to enhance presentation
* Thoughtful layout, easy to read.
* Sophisticated use of headings, creative titles or questions to capture audience attention
* Creative choice of visuals to demonstrate significance
 | Constructed and appealing. Use of:* Color to enhance presentation
* Good layout of text and visuals, easy to read.
* Use of headings, titles or questions to capture audience attention
* Visuals help demonstrate significance
 | Construction is partial or somewhat appealing. Minimal use of:* Use of color
* Layout, somewhat difficult to read
* choice of visuals to demonstrate significance is unclear
 | Poorly Constructed. Minimal/no use of:* Use of color
* Layout, somewhat difficult to read
* choice of visuals does not demonstrate significance
 |
| **Student Assessment***(pencil)* |  |  |  |  |
| **Teacher Assessment***(highlighter)* |  |  |  |  |
| **Overall** |  |  |  |  |

**Rubric for Research notes/graphic organizer and Works Cited:**

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| **Curricular Competency** | **Extending** | **Proficient** | **Developing** | **Emerging** |
| **1)**  **Research Notes:**Use inquiry processes and skills to ask questions; gather, interpret, and analyse ideas; and communicate findings and decisions.  | Sophisticated assessment of significance. Support and explanation show thoughtful consideration of the criteria.* Notes are in point form
* Strong use of symbols/abbreviations/pictures
 | Explains aspects of significance. Support and explanation given.* Notes are in point form
* Some use of symbols/abbreviations/pictures
 | Includes some aspects of significance using some criteria provided. Some support and explanation are missing or unclear. * Some notes are in point form/some sentences
* No use of symbols/abbreviations/pictures
 | Provides little or no details to justify its significance or inclusion in the exhibit.* Minimal notes
* Some are in point form/some sentences
* No use of symbols/abbreviations/pictures
 |
| **2) Works Cited:**Minimum number of sources are documented properly using MLA 8.  | More than number of sources are documented properly using MLA 8. Evaluation of whether source is reliable (on separate page) | 2-3 sources are documented properly using MLA 8.  | 1-2 number of sources are documented.Formatting is/isn’t using MLA 8 properly. | 1-2 or sources are documented.Formatting isn’t using MLA 8 properly. |

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| **Student Assessment***(pencil)* |  |  |  |  |
| **Teacher Assessment***(highlighter)* |  |  |  |  |
| **Overall** |  |  |  |  |

Strengths

Growth