**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