Indigenous Issues in Canada New Media Assignment Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Assignment requirement | 4  Exceeding | 3  Fully Meeting | 2  Minimally Meeting | 1/0  Not Yet Meeting |  |
| Introduction of topic - Explanation of what the issue is | * Issue is clearly explained in students own words and is easy to understand * Introduction fully explains, in great detail, what the issue is and gives specific examples to support explanation | * Issue is mainly explained in students own words and is relatively easy to understand * Introduction fully explains what issue is with good detail, and gives relevant examples to support the explanation | * Issue is explained but might not be in students own words and is mostly understandable * Introduction gives some explanation of what the issue is, with little detail, and little to no examples given to support the explanation | * Issue is not explained or is not understandable * Introduction does not explain what the issue is, gives no details and no examples or is not done |  |
| Background information about the topic- (5 w’s and H) | * Excellent background information is provided that clearly explains the issue in great detail with specific examples about: who is involved, where the issue is happening, why it is happening, when it is happening, how it is happening and the history behind the issue. | * Good background information is provided that clearly explains the issue with a lot of detail and relevant examples about: who is involved, where the issue is happening, why it is happening, when it is happening, how it is happening and the history behind the issue. | * Enough background information is provided that give a basic explanation of the issue with some details and examples about: who is involved, where the issue is happening, why it is happening, when it is happening, how it is happening and the history behind the issue. | * Little to no background information is provided about this issue regarding: who is involved, where the issue is happening, why it is happening, when it is happening, how it is happening and the history behind the issue. |  |
| Examples and explanation of how this issue affects Indigenous Peoples in Canada | * At least 3 specific relevant examples have been given about how this issue affects Indigenous Peoples in Canada * All examples have excellent explanations of how they demonstrate how this issue affects Indigenous Peoples in Canada | * At least 3 relevant examples have been given about how this issue affects Indigenous Peoples in Canada * All examples have good explanations of how they demonstrate how this issue affects Indigenous Peoples in Canada | * At least 1-2 examples have been given about how this issue affects Indigenous Peoples in Canada * Examples may not have explanations of how they demonstrate how this issue affects Indigenous Peoples in Canada | * 1 or no examples have been given * No attempt has been made to explain how these examples demonstrate the effect of this issue on Indigenous peoples in Canada |  |
| Examples and explanation of what is being done about this issue and by who. | * At least 3 specific relevant examples have been given about what is being done about this issue * All examples have excellent explanations of how these examples are addressing the issue. | * At least 3 relevant examples have been given about what is being done about this issue * All examples have clear explanations of how these examples are addressing the issue. | * At least 1-2 examples have been given about what is being done about this issue * Some attempt has been made to explain how these examples are addressing the issue | * 1 or no examples have been given * No attempt has been made to explain how examples are addressing the issue |  |
| Examples and explanation of what needs to be done about this issue and why. | * At least 3 specific relevant examples have been given about what needs to be done about this issue in future. * All examples have excellent explanations of why they need to be done and how they can help address the issue. | * At least 3 relevant examples have been given about what needs to be done about this issue in future. * All examples have clear explanations of why they need to be done and how they can help address the issue. | * At least 1-2 examples have been given about what needs to be done about this issue in future. * Examples may not be explained * Some attempt has been made to explain how they can help address the issue | * 1 or no examples have been given * No attempt has been made to explain how they the examples can address the issue |  |
| Works cited (sources of information) | * At least 5 sources of information were consulted * All 5 sources of information were documented on a works cited page | * At least 4 sources of information were consulted * All 4 sources of information were documented on a works cited page | * At least 3 sources of information were consulted * All 3 sources of information were documented on a works cited page | * 2 or less sources of information were consulted * Sources were not documented on works cited page |  |
| Planning steps | * All planning steps for the assignment have been included such as: brainstorming, outlining, organizing, rough copies, scripts, storyboards, etc. * All planning steps show careful and explicit attention to details needed for assignment | * All planning steps for the assignment have been included such as: brainstorming, outlining, organizing, rough copies, scripts, storyboards, etc. * All planning steps show good attention to details needed for assignment | * Most planning steps for the assignment have been included such as: brainstorming, outlining, organizing, rough copies, scripts, storyboards, etc. * All planning steps show basic details needed for assignment | * No planning steps included or planning steps inadequate for assignment |  |
| Digital presentation of material | * Assignment has been presented digitally and has incorporated a variety of media styles in a creative and engaging way * Other students are easily able to access and understand the presentation of the assignment through the media presented | * Assignment has been presented digitally using a variety of media styles in a functional way * Other students are able to access and understand the presentation of the assignment through the media presented | * Assignment has been presented digitally at a basic level * Other students are mostly able to access and understand the presentation of the assignment through the media presented | * Assignment not presented digitally or does not have basic level of information presented |  |