**ASSESSMENT**

**Criteria:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Emerging***  1-2 | ***Developing***  3-4 | ***Mastering***  5-6 | ***Extending***  7-8 |
| *The student demonstrates an* ***initial understanding*** *of the concepts and competencies associated with the learning outcomes.*  “I learn best with help” | *The student demonstrates a* ***partial understanding*** *of the concepts and competencies associated with the learning outcomes.*  “I am beginning to do more and more on my own. “ | *The student demonstrates a* ***complete understanding*** *of the concepts and competencies associated with the learning outcomes.*  “ I can do it on my own.” | *The student demonstrates an* ***extended/deep understanding*** *of the concepts and competencies associated with the learning outcomes.*  “ I can teach it to a friend.  I can transfer the learning to other areas.” |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NY** | **1** | **1+** | **2** | **3** | **3+** | **4** | **5** | **5+** | **6** | **7** | **7+** | **8** |
| <45% | 50% | 55% | 60% | 67% | 70% | 73% | 80% | 84% | 86% | 93% | 95% | 100% |

Update statements for this project in particular:

Were authentic Indigenous perspectives shared?

Were both non-Indigenous and Indigenousperspectives discussed?

Is the product shareable online, and to a wider audience?

Sources and ancestry acknowledged (where appropriate)

Primary sources evidence - interviews or images, novel, etc

Actions towards Reconciliation in profession of choice identified and explained

(If nothing, possible ways forward are researched or proposed)

List of websites and people consulted

Visually appealing, compelling and engaging product

Participation in Gallery Walk - respectful, engaging with other students, has visited at least 5 others

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***Emerging***  1-2 | ***Developing***  3-4 | ***Mastering***  5-6 | ***Extending***  7-8 | **Evidence** | **Teacher comments** |
| **Development of Core & Curricular Competencies:** |  |  |  |  |  |  |
| Included at least one authentic Indigenous source |  |  |  |  |  |  |
| Included at least one non-Indignous source |  |  |  |  |  |  |
| The product was sharable online with a wider audience |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| T**he Reflections:**  Reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually They determine the extent to which they have met their goals and can set new ones. |  |  |  |  |  |  |
| I can communicate and *express* myself in a **creative** and **engaging** way |  |  |  |  |  |  |
| I can *present* my learning in a **visually appealing** way   if video, sound is accurate |  |  |  |  |  |  |
| I can *present* my learning with **professionalism** (on time, sound quality if using video, technology issues troubleshot ahead of time) |  |  |  |  |  |  |
| I can be **persuasive** (use a call to emotions and logic, pathos & logos, to persuade my **target audience**) |  |  |  |  |  |  |