RUBRIC

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| **Inside the Life of Ancient Greece** | **1** | **2** | **3** | **4** |
| **Explores events and issues from different points of view** | Student is able to identify one perspective throughout their project.  | Student is able to summarize information learned in class regarding social status and rights/freedoms of the diverse social classes in Ancient Athens Democracy. Different perspectives are explored. | Student has done outside research to find more information on the varying perspectives in Ancient Athens in regards to social status and diverse social classes and are able to compare and contrast these perspectives within their project. | Student is able to evaluate the validity of the points of view regarding social status/class and Athenian society. Student is able to create strong arguments and justifications for contrasting viewpoints. They are able to connect /compare/ contrast ideas to Canadian democracy. |
| **Develops approaches for inquiry and research** | Student can find information that has limited relevance to rights/freedoms and the impact government has on the social group they have chosen. Limited research questions are addressed and or disorganized | Student can find information that has some relevance to rights/freedoms and the impact government has on their social group and decision-making. Information is sometimes organized. Research is simple and basic. | Student can pull out relevant information and organize it into appropriate sections. They can develop and respond to open ended questions that deepen their understanding of rights and freedoms and how the impact government had on their social group and decision- making.  | Student can independently evaluate reliability of information and filter for relevance. Student can independently create open-ended questions to research and determine the most efficient and appropriate resources while researching  |
| **Video****Presentation** | The video lacks a central theme, clear point of view and logical sequence of information. Video may be incomplete and is missing many elements. | The details in the video are logical and information is relevant throughout most of the presentation. Information presented is simple and basic. There are some uses of props. | The video is connected to a theme. Details are logical and all information is relevant and adds to the presentation. Video is creative and organized. Props and setting are considered.  | The video includes a clear statement of purpose. Extra care and detail has been taken to increase the presentation of information. Video is very creative and props/setting is well thought out. |