

Presentation

OPEN LEVEL CIVICS

Below Level 1 0-49% (Little to no evidence)	Level 1 50-59% (Limited evidence)	Level 2 60-69% (Some evidence)	Level 3 70-79% (Considerable evidence)	Level 4 80-100% (High Degree of evidence)	SCORE															
<p>KNOWLEDGE/UNDERSTANDING and THINKING/INQUIRY The student showed knowledge of the following research data during the presentation (either directly or via his/her partners) **</p> <ul style="list-style-type: none"> ○ the charity’s registered charity number ○ the mission / aims of the charity ○ the history / background of the charity ○ an explanation of how the charity supports the local community ○ an assessment of the charity’s impact on the community ○ an explanation of how the charity would spend the grant (if it is won by the group) ○ an explanation of how the charity is funded and how the funds are spent ○ an explanation of how the charity is staffed and, if applicable, how volunteers are involved ○ a relevant example of an individual or group (e.g. family) the charity has helped <p>The student showed proof of having visited the charity. _____ Yes _____ No</p> <p style="text-align: right;"><i>**it must be clear that each student, regardless of what s/he specifically discussed during the presentation, is fully knowledgeable about the group’s charity)</i></p> <p>COMMUNICATION The student communicated his/her message:</p> <ul style="list-style-type: none"> ○ verbally and non-verbally, in a manner appropriate for the audience and purpose of the activity ○ clearly, confidently, and precisely ○ using persuasive language effectively and concisely ○ in a manner that demonstrated the smooth and logical flow of ideas ○ making effective and appropriate use of audio-visual support ○ within the specified time limit (e.g. in a four person group, using no more than 15 minutes; or, in a three person group, using no more than 12 minutes) ○ with little reliance on notes <p>START TIME: _____ FINISH TIME: _____ TOTAL TIME: _____</p> <p>APPLICATION OF TEAMWORK SKILLS The student showed evidence of team unity through the following:</p> <ul style="list-style-type: none"> ○ ensuring that everyone stayed “on message” (re team’s mission statement and the overall objective of the assignment) -- ○ having arranged with his/her partner(s), each partner’s speaking order; and, with that in mind, did not unnecessarily interrupt his/her partner(s) when it was not the student’s turn to speak ○ when necessary, being willing and able to interject appropriately to support other team members is she/he/they forgot what to do 					<p>____/30</p>															
0	2	4	6	8	10	12	14	15	16	17	18	19	20	21	22	23	24	26	28	30

JOURNALS

OPEN LEVEL CIVICS

Below Level 1 0-49% (Little to no evidence)	Level 1 50-59% (Limited evidence)	Level 2 60-69% (Some evidence)	Level 3 70-79% (Considerable evidence)	Level 4 80-100% (High Degree of evidence)	SCORE
<p style="text-align: center;">? Journals 1-5 submitted no later than April 20th _____</p> <p style="text-align: center;">? Journals 1-10 (min.) submitted no later than Wednesday May 4th _____</p> <p>The student's journals show:</p> <ul style="list-style-type: none"> ○ a depth of understanding about the charity, the group work process, and/or the student's awareness of the role s/he played in the activity ○ a wide range of topics, demonstrating his/her ability to think laterally <ul style="list-style-type: none"> e.g. <ol style="list-style-type: none"> 1. explain why s/he picked the social issue in the first place 2. explain process his/her group used to narrow focus to one charity 3. identify challenges of setting up interview / conducting the interview / sorting & summarizing the information from the interview, etc. 4. reflect upon challenges faced by selected charity in meeting its needs 5. assess the work of the charity itself – e.g. Is it spending its funds effectively? In what ways could the charity improve? If the charity is worthy of the student's praise, what makes it so? 6. reflect upon the role s/he played in the process of preparing for the presentation – e.g. identifying his/her particular skill set and identifying areas s/he would like to improve in order to be a more effective group-mate 7. provide teacher with constructive criticism about how to improve upon the project requirements 8. discuss his/her opinion about the opportunities and/or challenges related to involving oneself in the community 9. identify particular values / goals that s/he would like to live by with respect to his/her involvement in the community ○ movement from being a passive to an active learner ○ increased personal responsibility for learning (self-direction) ○ the ability to reflect on past events and, where possible, determine the course of future actions (e.g. before the presentation, making a "to do" list based on what the group had accomplished already and an assessment of what still needed to be done) 					<p>____/20</p>
0 1 2 3 4 5 6 7 8 9	10 11	12 13	14 15	16 17 18 19 20	

Evaluation:

Category/Criteria areas evaluated: Knowledge/Understanding (K) Thinking/Inquiry (T) Communication (C) and Application (A)

#	Description	Mark	Out of:
1 (T)	Each student's documented findings about three charities		6
2 (A)	Confirmation of scheduled interview		5
3 (C)	Mission statement for the group		4
4 (A)	Proof that the interview had been completed		5
5 (K and T)	Interview with teacher (with entire group)	K – (out of 2.5)	5
		T – (out of 2.5)	
6 (T)	Progress report: each student's short summary of what s/he has done to make group's presentation a success and an identification of what s/he needs to do before the actual presentation.		5
7 (all)	Presentation (see criteria on opposite page) (group of 4 – no more than 15 minutes; group of 3 – no more than 12 minutes)	K A	30 (7.5 marks each category)
		T I	
8 (C and A)	Journal entries (10 minimum) reflecting on process and final product (5 of the 10 to be submitted by April 20 th ; final collection due no later than Wednesday May 4 th) (see assessment criteria on back of booklet)	C – (out of 10)	20
		A – (out of 10)	
FINAL MARK			80

	K/U	T/I	APP	COMM
Mark				
Out of	/10	/21	/27.5	/21.5

AREAS OF STRENGTH

THINGS TO IMPROVE

GENERAL COMMENTS