

District Heritage Fair Project Evaluation Rubric			Project Title: _____ Student(s): _____ Category: ___ Junior ___ Intermediate ___ Senior
Project Type:			
Community	Province	Country	
Project Number: <input style="width: 150px; height: 30px;" type="text"/>			

Performance Criteria	1	2	3	4
Thinking	<ul style="list-style-type: none"> ● Duplication of a known experiment to confirm with little or no new information ● All material obtained from 3rd party resources (internet) ● No original research or findings from research included. 	<ul style="list-style-type: none"> ● Modification an existing project. ● A simple study using limited new research and mostly 3rd party resources (internet) ● Some original research. ● Some findings included. 	<ul style="list-style-type: none"> ● Presentation of an original project idea. ● A good combination of 1st and 3rd party resources. ● Mostly original research. ● Elaborate findings of research included. 	<ul style="list-style-type: none"> ● Elaboration of an original project idea. ● An excellent combination of 1st and 3rd party resources, with the student's own work taking the forefront. ● Primarily original research. ● Elaborate findings of research including student's reflections.
Mark Range	1	2	3	4
Project Creativity	<ul style="list-style-type: none"> ● Little imagination in design. ● Partial plan ● Minimal student input. ● A textbook type project. 	<ul style="list-style-type: none"> ● Some creativity. ● Fair to good design ● Sufficient plan to answer question ● Standard use of common resources. ● Common topic 	<ul style="list-style-type: none"> ● Imaginative project. ● Good design: ● Above ordinary approach. ● Good use of resources/materials ● Creativity in design and topic. 	<ul style="list-style-type: none"> ● Highly original project. ● Exemplary design: ● Original approach. ● Very creative use of equipment and/or construction.
Mark Range	1	2	3	4
Display	<ul style="list-style-type: none"> ● Needs to be held upright. ● Hard to read and understand. ● Shows little effort. 	<ul style="list-style-type: none"> ● Stays upright but flimsy. ● Understood if explained. ● Readable. ● Shows some effort. 	<ul style="list-style-type: none"> ● Self-standing; proper dimensions. ● Easy to read and understand. ● Well done. ● Shows a lot of effort. 	<ul style="list-style-type: none"> ● Self-standing and attractive; proper dimensions. ● Self-explanatory. ● Flows logically. ● Very well done. ● Shows a great deal of effort.

Mark Range	1	2	3	4
Written Report	<ul style="list-style-type: none"> • No title page. • Format incomplete. • Weak presentation. • Many spelling and/or grammar mistakes. • Incomplete bibliography 	<ul style="list-style-type: none"> • Adequate title page. • Missing format elements. • Adequate presentation. • Some spelling and/or grammar mistakes. • Some bibliography present 	<ul style="list-style-type: none"> • Very good title page. • Content complete. • Very good presentation. • Some spelling and or grammar mistakes. • Good bibliography with at least several sources. 	<ul style="list-style-type: none"> • Excellent title page. • All elements are neat. • Well presented. • Accurate spelling and grammar. • Excellent bibliography with a variety of sources.
Mark Range	1	2	3	4
Knowledge and Application (technology, culture, community, legacy, geography, etc)	<ul style="list-style-type: none"> • No concepts are explained or have been learned. • 5W and H not identified • No curricular link evident. 	<ul style="list-style-type: none"> • Some brief explanation revealing that something heritage-related was learned. • 5W and H somewhat evident • Some connection to the curriculum can be made. 	<ul style="list-style-type: none"> • Good explanation about the information that was learned. • Concepts are related to the question • 5 W and H evident • Most are well explained. • Good tie in to curriculum 	<ul style="list-style-type: none"> • Excellent explanation about what was discovered, which may be used to pursue new questions for a further research. • 5 W and H clearly evident and explained. • Obvious tie to curriculum.
Mark Range	1	2	3	4
Oral Presentation	<ul style="list-style-type: none"> • Poor presentation. • Lack of knowledge. • No eye contact • No use of tone or gestures to enhance meaning 	<ul style="list-style-type: none"> • Fair presentation. • Little knowledge communicated. • Some eye contact • Some use of tone and gestures to enhance meaning 	<ul style="list-style-type: none"> • Very good presentation. • Adequate knowledge communicated. • Good eye contact • Good use of tone and gestures to enhance meaning 	<ul style="list-style-type: none"> • Excellent presentation. • Confident about knowledge communicated. • Convincing and enthusiastic. • Excellent eye contact • Excellent use of tone and gestures to enhance meaning.
Mark Range	1	2	3	4

Total Marks

TOTAL:	_____
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Judge's Comments:

Signed: _____

Date: _____