Independent Study Planning Tool – NB Heritage Fairs Project

Instructions: Use this planning tool or a similar one of your own to plan out your project

Name of Project: Presentation Date:

Learning Goals (What do you plan to learn from this project?)

Materials and Resources Needed (What research sources will you use?)

Plan of Action (Set goals for completion of various parts of your project)

Project Description (What is the main topic? What is your focus or thesis statement? What sub-topics will you include? How will you organize your sub-topics?)

Culmination and Plan for Sharing (How will you present your research findings – project board? Drama presentation? Video? Essay? Combination?)

Teacher Checkpoint Dates:

New Brunswick Heritage Fair Project Rubric for Classroom Use Project Title:_______N

Name:_____

	Level 1	Level 2	Level 3	Level 4	Comments
Category: Knowledge and Understanding	1	2	3	4	
Demonstrates a knowledge and understanding of the facts and					
concepts					
 W5H: Who, What, Where, Why, How 					
 Answers questions without reading from text 					
Connected to Ministry Curriculum Guidelines for his/her grade					
Category: Thinking	1	2	3	4	
Demonstrates skills of inquiry and research					
 Bibliography shows a variety of sources 					
• Research expands to include interviews, site visits, archival					
material, primary sources					
 Project presentation is organized and demonstrates planning 					
 Project presentation shows unity and coherence 					
Project includes connections and comparisons					
Category: Communication	1	2	3	4	
Demonstrates through effective presentation a clear understanding of					
his/her topic					
Uses eye contact, variations in pace, appropriate gestures					
 Provides clear answers to questions and well-constructed explanations 					
 Uses a varied vocabulary and a range of sentence structures 					
to add interest to their remarks					
 Uses tone of voice and gestures to enhance the message 					
Category: Application	1	2	3	4	
Demonstrates information literacy through the ability to show					
the significance or relevance of the subject or topic					
In the large and long history of Canada					
• In creating or contributing to or defining the Canadian identity					
In forming values					
 In comparing and contrasting similar issues or events 					
• In relating the knowledge gained to how it affects their lives,					
their communities and the world					
Overall Level 1-4 which indicates level of performance					
for this project					

Modified and adapted from Toronto Catholic District School Board – History Fair Handbook 2005-2006

<u> Rubric – Independent Project Plan</u>

Name:

Rating Scale:



Direction for Student:

In the box at the end of each line, write the number that best describes your performance in this activity

	-
Learning Goals	
I was able to write down good goals that I can use to focus my project from start to	
finish	
Resources and Materials	
I was able to make a list of the materials I needed for my project and indicated where I	
could find them	
Plan of Action	
I was able to outline the important steps, in sequence, for completing my project	
Plan for Culmination or Sharing	
I was able to think of a good way to share my research findings with others	

Progress Comments by Student:

Checkpoint Date 1	Checkpoint Date 2	Checkpoint Date 3					

Progress Comments by Teacher:

Checkpoint Date 1	Checkpoint Date 2	Checkpoint Date 3					