Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Mme Kwiatkowski**

**STUDENT ASSESSMENT –** Sciences Humaines

**Personnes célèbres des Premières nations, des Métis et des Inuits du Canada**

**Big Idea:** Identifyand assess the significance of first nation individuals who have contributed to Canada in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)

**Curricular competencies:**

• Construct arguments defending the significance of individuals/groups, places, events, and developments.

• Sequence events and recognize the positive and negative aspects of continuities and changes in the past and present (TIMELINE).

| **Criteria**  | **Emerging**  | **Developing** | **Applying** |
| --- | --- | --- | --- |
| **Attitude, effort, and perseverance** • My project was successfully completed and consistent effort was demonstrated.• I stayed on task at all times working independently or cooperatively. |  |  |  |
| **French Writing**  |
| **Conventions and sentence structure**All sentences are complete and information is stated in the my own words. There are very few spelling or grammar mistakes. I used correct capital letters and punctuation. |  |  |  |
| **French Presentation skills**  |
| **Fluency and volume** I speak very clearly without hesitation. Volume is excellent. Pronunciation and expression sound natural. We can clearly see that you have practiced several times before the presentation.  |  |  |  |
| **Scientific Method**  |
| **Inquiry Processes and skills****•**I used social studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  |  |  |
| **Significance**• I can identify and assess the significance of a first nation individual who has contributed to Canada. |  |  |  |
| **Timeline** • I can create an annotated timeline to illustrate selected events. |  |  |  |
| **Overall** |
| The overall project is exemplary. I put a lot of effort into this project.  |  |  |  |

Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Mme Kwiatkowski**

**Teacher ASSESSMENT –** Sciences Humaines

**Personnes célèbres des Premières nations, des Métis et des Inuits du Canada**

**Big Idea:** Identifyand assess the significance of first nation individuals who have contributed to Canada in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)

**Curricular competencies:**

• Construct arguments defending the significance of individuals/groups, places, events, and developments. (SIGNIFICANCE)

• Sequence events and recognize the positive and negative aspects of continuities and changes in the past and present (TIMELINE).

| **Criteria**  | **Emerging**  | **Developing** | **Applying** |
| --- | --- | --- | --- |
| **Attitude, effort, and perseverance** • The project was successfully completed and consistent effort was demonstrated.• The student stayed on task at all times working independently or cooperatively. |  |  |  |
| **French Writing**  |
| **Conventions and sentence structure**• All sentences are complete and information is stated in the students’ own words. There are very few spelling or grammar mistakes. The writer used correct capital letters and punctuation. |  |  |  |
| **French Presentation skills**  |
| **Fluency and volume** • The student speaks very clearly without hesitation. Volume is excellent. Pronunciation and expression sound natural. We can clearly see that the student practiced several times before the presentation.  |  |  |  |
| **Scientific Method**  |
| **Inquiry Processes and skills****•**The student used social studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  |  |  |
| **Significance** • The student can identify and assess the significance of a first nation individual who has contributed to Canada. |  |  |  |
| **Timeline** • The student created an annotated timeline to illustrate selected events. |  |  |  |
| **Overall** |
| The overall project is exemplary. The student put a lot of effort into this project.  |  |  |  |