

# Rubric

## Science

Outcome	1	2	3	4
<b>I can investigate and interpret the use of devices to convert various forms of energy to electrical energy and electrical energy to other forms</b>	<ul style="list-style-type: none"> <li>The forms of electrical production used and proposed are explained incompletely or incorrectly</li> <li>How each electrical production source works is explained incompletely or incorrectly</li> <li>How each source would be employed within the system is presented incompletely or incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>The forms of electrical production used and proposed are explained briefly or with a few errors</li> <li>How each electrical production source works is explained briefly or with a few errors</li> <li>How each source would be employed within the system is presented briefly or with a few errors</li> </ul>	<ul style="list-style-type: none"> <li>The forms of electrical production used and proposed are explained clearly</li> <li>How each electrical production source works is explained clearly</li> <li>How each source would be employed within the system is presented clearly</li> </ul>	<ul style="list-style-type: none"> <li>The forms of electrical production used and proposed are explained clearly &amp; in detail</li> <li>How each electrical production source works is explained clearly &amp; in detail</li> <li>How each source would be employed within the system is presented clearly &amp; in detail</li> </ul>
<b>I can describe and discuss the society and environmental consequences of the use of electrical energy</b>	<ul style="list-style-type: none"> <li>The current electrical production system and how it functions is explained incompletely or incorrectly</li> <li>How the current system design is impacted by economic, societal and environmental factors is explained incompletely or incorrectly</li> <li>The plan created, along with how it will be impacted by economic, societal and environmental needs is explained incompletely or incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>The current electrical production system and how it functions is explained briefly or with a few errors</li> <li>How the current system design is impacted by economic, societal and environmental factors is explained briefly or with a few errors</li> <li>The plan created, along with how it will be impacted by economic, societal and environmental needs is explained briefly or with a few errors</li> </ul>	<ul style="list-style-type: none"> <li>The current electrical production system and how it functions is explained clearly</li> <li>How the current system design is impacted by economic, societal and environmental factors is explained clearly</li> <li>The plan created is explained clearly along with how it will be impacted by economic, societal and environmental needs.</li> </ul>	<ul style="list-style-type: none"> <li>The current electrical production system and how it functions is explained clearly &amp; in detail</li> <li>How the current system design is impacted by economic, societal and environmental factors is explained clearly and in detail.</li> <li>The plan created is explained clearly and in detail along with how it will be impacted by economic, societal and environmental needs.</li> </ul>

## Math

Outcome	1	2	3	4
<b>I can develop and use a plan for the collection, display and analysis of data by creating a question, choosing a collection method, selecting a sample or whole population, collecting the data, displaying it and drawing conclusions</b>	<ul style="list-style-type: none"> <li>The project includes a incomplete plan for data collection, there are flaws and bias</li> <li>The plan has bias in the sample, issues with population vs. sample efficiency &amp; effectiveness</li> <li>The tool created is not effective for the purpose &amp; overall goal</li> <li>The conclusions drawn are not effective and are not backed up by the data</li> </ul>	<ul style="list-style-type: none"> <li>The project includes a plan for data collection, but there are flaws and some bias</li> <li>The plan has some bias and the population or sample has issues with efficiency/effectiveness</li> <li>The tool created is somewhat effective for the purpose &amp; overall goal</li> <li>The conclusions drawn are somewhat effective and possibly no backed up the data</li> </ul>	<ul style="list-style-type: none"> <li>The project includes a reasonable &amp; unbiased plan for data collection</li> <li>The plan has little bias and uses an efficient population or an effective sample</li> <li>The tool created is fairly effective for the purpose &amp; overall goal</li> <li>The conclusions drawn are effective and for the most part are backed up by the data</li> </ul>	<ul style="list-style-type: none"> <li>The project includes a well thought out, unbiased plan for data collection</li> <li>The plan is unbiased and uses an efficient population or an effective sample</li> <li>The tool created is effective for the purpose &amp; overall goal</li> <li>The conclusions drawn are effective and backed up by the data</li> </ul>

## Social Studies

Outcome	1	2	3	4
<b>I can compare and contrast the principals and practices of market and mixed economies</b>	<ul style="list-style-type: none"> <li>How electrical production within our province is built as a mixed economy is explained incompletely or incorrectly</li> <li>A proposal for future electrical production and transmission is not presented, ,no rational for keeping the current system or moving towards or away from more of a free market is provided.</li> </ul>	<ul style="list-style-type: none"> <li>How electrical production within our province is built as a mixed economy is explained briefly or with a few errors.</li> <li>A proposal for future electrical production and transmission is presented briefly or with a few errors, including brief rational for keeping the current system or moving towards or away from more of a free market.</li> </ul>	<ul style="list-style-type: none"> <li>How electrical production within our province is built as a mixed economy is explained clearly</li> <li>A proposal for future electrical production and transmission is presented clearly, including rational for keeping the current system or moving towards or away from more of a free market.</li> </ul>	<ul style="list-style-type: none"> <li>How electrical production within our province is built as a mixed economy is explained clearly and in detail</li> <li>A proposal for future electrical production and transmission is presented clearly and in detail, including rational for keeping the current system or moving towards or away from more of a free market.</li> </ul>

## Language Arts

Outcome	1	2	3	4
<b>I can create writing that has a clear central idea, has relevant details to support the central idea and is interesting to the reader.</b>	<ul style="list-style-type: none"> <li>The student’s exploration of the topic is tenuous and/or simplistic.</li> <li>The student’s purpose, whether stated or implied, is vague.</li> <li>The ideas presented by the student are superficial and/or ambiguous.</li> <li>Supporting details are imprecise and/or abbreviated.</li> <li>The writing is uncertain and/or incomplete and does not appeal to the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The student’s exploration of the topic is clear and/or logical.</li> <li>The student’s purpose, whether stated or implied, is evident.</li> <li>The ideas presented by the student are appropriate and/or predictable.</li> <li>Supporting details are relevant and/or generic.</li> <li>The writing is straightforward and/or generalized and occasionally appeals to the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The student’s exploration of the topic is adept and/or plausible.</li> <li>The student’s purpose, whether stated or implied, is intentional.</li> <li>The ideas presented by the student are thoughtful and/or sound.</li> <li>Supporting details are specific and/or apt.</li> <li>The writing is considered and/or elaborated and draws the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The student’s exploration of the topic is insightful and/or imaginative.</li> <li>The student’s purpose, whether stated or implied, is deliberate.</li> <li>The ideas presented by the student are perceptive and/or carefully chosen.</li> <li>Supporting details are precise and/or original.</li> <li>The writing is confident and/or creative and holds the reader’s interest.</li> </ul>
<b>I can use a variety of organizational structures to create writing that has an inviting introduction, a well-developed body and a strong conclusion.</b>	<ul style="list-style-type: none"> <li>The introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not sustained.</li> <li>The development of details is not clearly discernible, and coherence falters frequently.</li> <li>Transitions are lacking and/or indiscriminately used to connect details within sentences and/or between paragraphs.</li> <li>Closure is abrupt, contrived, and/or unrelated to the focus.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is functional and establishes a focus that is generally sustained.</li> <li>Details are developed in a discernible order, although coherence may falter occasionally.</li> <li>Transitions tend to be mechanical and are generally used to connect events and/or details within sentences and/or between paragraphs.</li> <li>Closure is related to the focus and is mechanical and/or artificial.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is purposeful and clearly establishes a focus that is capably sustained.</li> <li>Details are developed in a sensible order, and coherence is generally maintained.</li> <li>Transitions clearly connect events and/or details within sentences and/or between paragraphs.</li> <li>Closure is appropriate and related to the focus.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is engaging and skillfully establishes a focus that is consistently sustained.</li> <li>Details are developed in a judicious order, and coherence is maintained.</li> <li>Transitions fluently connect events and/or details within sentences and/or between paragraphs.</li> <li>Closure is effective and related to the focus.</li> </ul>
<b>I can compose effective sentences that utilize different beginnings and are varied in type and length.</b>	<ul style="list-style-type: none"> <li>Sentence structure often lacks control, and this may impede meaning.</li> <li>Sentence type and sentence length are seldom effective and/or varied; syntactic structures are frequently awkward.</li> <li>There is little variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is generally controlled, but lapses may occasionally impede meaning.</li> <li>Sentence type and sentence length are sometimes effective and/or varied.</li> <li>Some variety of sentence beginnings is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is consistently controlled.</li> <li>Sentence type and sentence length are usually effective and varied.</li> <li>Sentence beginnings are often varied.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is effectively and consistently controlled.</li> <li>Sentence type and sentence length are consistently effective and varied.</li> <li>Sentence beginnings are consistently varied.</li> </ul>