

Evaluation Rubric Oral Presentation

Student: _____ **Date:** _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none"> understands the nature of equality laws in Canada and a foreign country 	-demonstrates limited understanding of the nature of equality laws in Canada and a foreign country	-demonstrates some understanding of the nature of equality laws in Canada and a foreign country	-demonstrates considerable understanding of the nature of equality laws in Canada and a foreign country	-demonstrates a thorough understanding of the nature of equality laws in Canada and a foreign country
Thinking/Inquiry <ul style="list-style-type: none"> effective and thorough research conducted 	-evidence of minimal research conducted	-evidence of some research conducted	-evidence of effective and thorough research conducted	-evidence of highly effective and thorough research conducted
Communication <ul style="list-style-type: none"> oral communication skills 	-communicates facts and ideas with limited effectiveness	-communicates facts and ideas with some effectiveness	-communicates facts and ideas with considerable effectiveness	-communicates facts and ideas with a high degree of effectiveness
Application <ul style="list-style-type: none"> ability to compare and contrast equality laws and draw logical conclusions 	-compares/ contrasts and draws logical conclusions with limited effectiveness	-compares/ contrasts and draws logical conclusions with some effectiveness	-compares/ contrasts and draws logical conclusions with considerable effectiveness	-compares/ contrasts and draws logical conclusions with a high degree of effectiveness

Comments: _____

Evaluation Rubric Comparison Activity

Student: _____

Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none"> understands the nature of equality laws in Canada and a foreign country 	-demonstrates limited understanding of the nature of equality laws in Canada and a foreign country	-demonstrates some understanding of the nature of equality laws in Canada and a foreign country	-demonstrates considerable understanding of the nature of equality laws in Canada and a foreign country	-demonstrates a thorough understanding of the nature of equality laws in Canada and a foreign country
Thinking/Inquiry <ul style="list-style-type: none"> effective and thorough research conducted 	-evidence of minimal research conducted	-evidence of some research conducted	-evidence of effective and thorough research conducted	-evidence of highly effective and thorough research conducted
Communication <ul style="list-style-type: none"> clarity mechanics (spelling, grammar, punctuation, sentence structure) 	-communicates facts and ideas with limited clarity -makes excessive amounts of errors in spelling, grammar, punctuation, and/or sentence structure	-communicates facts and ideas with some clarity -makes frequent errors in spelling, grammar, punctuation, and/or sentence structure	-communicates facts and ideas with considerable clarity -makes some errors in spelling, grammar, punctuation, and/or sentence structure	-communicates facts and ideas with a high degree of clarity -makes few, if any, errors in spelling, grammar, punctuation, and/or sentence structure
Application <ul style="list-style-type: none"> ability to compare and contrast equality laws and draw logical conclusions 	-compares/ contrasts and draws logical conclusions with limited effectiveness	-compares/ contrasts and draws logical conclusions with some effectiveness	-compares/ contrasts and draws logical conclusions with considerable effectiveness	-compares/ contrasts and draws logical conclusions with a high degree of effectiveness

Comments: _____

Evaluation Rubric Research Report

Student: _____

Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none"> understands the nature of equality laws in Canada 	-demonstrates limited understanding of the nature of equality laws in Canada	-demonstrates some understanding of the nature of equality laws in Canada	-demonstrates considerable understanding of the nature of equality laws in Canada	-demonstrates a thorough understanding of the nature of equality laws in Canada
Thinking/Inquiry <ul style="list-style-type: none"> effective and thorough research conducted 	-evidence of minimal research conducted	-evidence of some research conducted	-evidence of effective and thorough research conducted	-evidence of highly effective and thorough research conducted
Communication <ul style="list-style-type: none"> clarity mechanics (spelling, grammar, punctuation, sentence structure) 	-communicates facts and ideas with limited clarity -makes excessive amounts of errors in spelling, grammar, punctuation, and/or sentence structure	-communicates facts and ideas with some clarity -makes frequent errors in spelling, grammar, punctuation, and/or sentence structure	-communicates facts and ideas with considerable clarity -makes some errors in spelling, grammar, punctuation, and/or sentence structure	-communicates facts and ideas with a high degree of clarity -makes few, if any, errors in spelling, grammar, punctuation, and/or sentence structure
Application <ul style="list-style-type: none"> ability to compare contrast equality laws and draw logical conclusions demonstrates how the inclusion of S.15 has protected vulnerable groups from discrimination and ensure human dignity 	-compares/ contrasts and draws logical conclusions with limited effectiveness -demonstrates with limited understanding how the inclusion of S.15 has protected vulnerable groups from discrimination and ensure human dignity	-compares/ contrasts and draws logical conclusions with some effectiveness -demonstrates some understanding how the inclusion of S.15 has protected vulnerable groups from discrimination and ensure human dignity	-compares/ contrasts and draws logical conclusions with considerable effectiveness -demonstrates considerable understanding how the inclusion of S.15 has protected vulnerable groups from discrimination and ensure human dignity	-compares/ contrasts and draws logical conclusions with a high degree of effectiveness -demonstrates superior understanding of how the inclusion of S.15 has protected vulnerable groups from discrimination and ensure human dignity