

Skill	Level 1	Level 2	Level 3	Level 4
History				
Identification Card				
Information (historical facts)	Contains historical information, but is not necessarily relevant	Contains 1 or 2 relevant pieces of historical information	Contains 3 or 4 relevant, accurate pieces of historical information	Contains a significant number of relevant, accurate pieces of historical information
Components (sections of the media product)	Few components are representative of the time period	Some components are representative of the time period	Most components are representative of the time period	All components are representative of the time period
Written Research				
Information (historical facts)	Shows minimal evidence of research	Shows evidence of research (5 to 7 relevant facts)	Shows evidence of a significant quantity of research (8 to 10 relevant facts)	Shows evidence of in-depth, well detailed research
Research (depth and focus of information)	Shows a limited ability to analyze, synthesize and evaluate historical information	Shows an ability to analyze, synthesize and evaluate historical information	Shows a good ability to analyze, synthesize and evaluate historical information	Shows an excellent ability to analyze, synthesize and evaluate historical information
Oral Presentation				
Information (historical facts)	Some of the facts presented are relevant to the person researched	Most facts presented are relevant to the person researched	All facts presented are relevant to the person researched	All facts presented are relevant to the person researched and the significance of those facts to New France are explained
Presentation	Few components are presented in a manner representative of the time period	Some components are presented in a manner representative of the time period	Most components are presented in a manner representative of the time period	All components are presented in a manner representative of the time period
Writing				
Paragraphing (organization, conventions, intro/conclusion)	Uses criteria for paragraph writing with limited effectiveness	Uses criteria for paragraph writing with some effectiveness	Uses criteria for paragraph writing with considerable effectiveness	Uses criteria for paragraph writing very effectively
Style (sentence fluency, creativeness)	Writing has some flow to it, or that are parts that are written in a manner that is interesting	Writing generally flows and information is written in a manner that is interesting at times	Writing flows and Information is written in a manner that is interesting	Writing is sophisticated and information is written in a manner that fully engages reader
Media Literacy				
Use of Visual (pictures, maps, symbols)	Visuals are used to convey information with limited effectiveness	Visuals are used to convey information with some effectiveness	Visuals are used to convey information with considerable effectiveness	Visuals are used to convey information with a great deal of effectiveness
Organization	Information is organized with limited effectiveness	Information is organized with some effectiveness	Information is organized with considerable effectiveness	Information is organized with a great deal of effectiveness
Oral Communications				
Clarity	Many words are unclear	Some words are unclear	Most words are clear	All words are clear
Tone	Minimal variance in voice	Voice varied sometimes	Voice varied often	Voice frequently varied
Speed	Spoke too quickly / slowly most of the time	Spoke too quickly / slowly some of the time	Spoke at an effective speed most of the time	Spoke at an effective speed all of the time
Hesitation	Limited use of pausing for emphasis	Sometimes paused for emphasis	Often paused for emphasis	Effective pausing for emphasis
Volume	Voice is too low to hear easily	Voice is sometimes too low to hear easily	Voice is easily heard	Voice is interesting and easily heard
Drama				
Character (staying in character, costume, props)	Some Information is presented in a character (voice or mannerisms or costume or props)	Most information is presented in a character (voice/ mannerisms or costume/ props) somewhat representative of the role being played	Information is presented in a character (voice/ mannerisms/ costume/ props) representative of the role being played	Information is presented in an interesting character (voice/ mannerisms/ costume/ props) consistently representative of the role being played
Expression (voice, facial, body language)	Voice or body language are used to convey the feelings of the character at times	Voice and body language are used to convey some understanding of the feelings of the character	Voice and body language are used to convey an understanding of the feelings of the character	Voice and body language are affectively used to convey a solid understanding of the feelings of the character