

	<b>Exceptional (5)</b>	<b>Good (3)</b>	<b>Acceptable (2)</b>	<b>Unsatisfactory (1)</b>	Mark
<b>Project Appearance</b>	<ul style="list-style-type: none"> <li>No visual mistakes</li> <li>Easily, visible and catchy title</li> <li>Every component is framed into one structure. Excellent layout.</li> </ul>	<ul style="list-style-type: none"> <li>Errors of carelessness</li> <li>Easily visible <u>or</u> catchy title</li> <li>Some of the components are framed into the layout</li> </ul>	<ul style="list-style-type: none"> <li>Some mistakes</li> <li>Title is present</li> <li>Components have not been framed into a layout</li> </ul>	<ul style="list-style-type: none"> <li>Many mistakes</li> <li>No title</li> <li>No lay-out</li> </ul>	15
<b>Unique Approach</b>	<ul style="list-style-type: none"> <li>Approach to topic is unique</li> <li>Very creative</li> <li>Variety of visuals or props that enhance the project</li> </ul>	<ul style="list-style-type: none"> <li>Topic approach is somewhat original</li> <li>Some creativity</li> <li>Variety of visuals with some relationship to topic</li> </ul>	<ul style="list-style-type: none"> <li>Approach is predictable</li> <li>Lacks creativity</li> <li>Limited visuals</li> </ul>	<ul style="list-style-type: none"> <li>Material is presented in a copy and paste approach</li> <li>No creativity</li> <li>No visuals</li> </ul>	15
<b>Quality and Depth of Research</b>	<ul style="list-style-type: none"> <li>A large number and variety of information sources documented accurately</li> <li>Student(s) used original research to investigate their own question(s)</li> <li>Wording of the project clearly indicates that <u>all</u> of the writing/research is the students' own work</li> <li>All information stylistically well written</li> </ul>	<ul style="list-style-type: none"> <li>A limited number and/or variety of information sources documented</li> <li>Student used the research simply to report another's work</li> <li>Wording of the project indicates that <u>most</u> of the writing/research is the students' own work</li> <li>Most information is well written</li> </ul>	<ul style="list-style-type: none"> <li>Very limited number and variety of sources</li> <li>Written material suggests some understanding of the research process</li> <li>Written information is likely plagiarized or there is evidence outside assistance</li> <li>Some information is well written</li> </ul>	<ul style="list-style-type: none"> <li>One source of information or sources not provided</li> <li>Written material is basic and suggests that the research process is not understood</li> <li>Written information is clearly plagiarized</li> <li>Information is not well written</li> </ul>	20
<b>Speaker presentation</b>	<ul style="list-style-type: none"> <li>Student speaks about subject with self- confidence, using non-verbal communication to enhance presentation</li> <li>Describes research methods used in detail, including each step of the process</li> </ul>	<ul style="list-style-type: none"> <li>Student speaks clearly of subject and/or uses some non-verbal communication to enhance presentation</li> <li>Doesn't go into detail as to the research methods used or describes only a few steps of the process</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes speaks clearly of subject, using little non-verbal communication to enhance presentation</li> <li>Student tries to describe research methods used, but may display confusion or leave out several steps</li> </ul>	<ul style="list-style-type: none"> <li>Student presentation is not clear and no non-verbal communication was used</li> <li>Student cannot or does not attempt to describe their research methods in any form</li> </ul>	10
<b>Response to questions</b>	<ul style="list-style-type: none"> <li>Student initiates conversation with the judge</li> <li>Answers the question completely and provides additional information</li> <li>Makes sure that the judges don't have more questions</li> <li>Concludes and analyzes their work and makes a strong connection in terms of NWT/Canadian historical significance</li> </ul>	<ul style="list-style-type: none"> <li>Student holds back and lets the judge direct the conversation</li> <li>Responds completely without adding any more to most questions</li> <li>Will ask the judges if they have any more questions</li> <li>Concludes or analyses their work but makes a weak connection in terms of NWT/Canadian historical significance</li> </ul>	<ul style="list-style-type: none"> <li>Judge has to ask a lot of questions to understand the project</li> <li>Student partially responds to most questions</li> <li>Will try asking questions to the judges</li> <li>Concludes their work, but makes no connection in terms of NWT/Canadian historical significance</li> </ul>	<ul style="list-style-type: none"> <li>Judges are looking for ways to make the student talk about his/her project</li> <li>Student is unable to respond to most questions</li> <li>Doesn't ask the judges any questions</li> <li>Does not conclude their work. The judge is left wondering if the student has finished.</li> </ul>	20
<b>Personal connection to project topic</b>	<ul style="list-style-type: none"> <li>Personal connection to project topic is enthusiastically communicated in the presentation and project details (10)</li> <li>Is able to communicate why the project topic is of personal significance for the student (10)</li> </ul>	<ul style="list-style-type: none"> <li>Personal connection to project topic is communicated with interest, either in the presentation or the project details (6)</li> <li>Through questioning, student communicates why the project is of personal significance (6)</li> </ul>	<ul style="list-style-type: none"> <li>Personal connection to project is implied but is not stated either in the presentation or in the project details (4)</li> <li>Through questioning, student communicates indirectly why the project is of personal significance (4)</li> </ul>	<ul style="list-style-type: none"> <li>No personal connection to the project is conveyed (2)</li> <li>It is impossible to discern how the project is of personal significance for the student (2)</li> </ul>	10 <hr/> 10

Student Name \_\_\_\_\_ Class \_\_\_\_\_ Total = \_\_\_\_\_

Project #: \_\_\_\_\_ Project Name: \_\_\_\_\_

**100**