Assessment Rubric for Historical Significance[[1]](#footnote-0)

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| **Criteria** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
| **Knowledge and Understanding*:*** *Knowledge of topic and understanding of historical significance* | Demonstrates limited knowledge of the:   * People and circumstances of the topic      * Scale of the effects of the person or event in this period | Demonstrates some knowledge of the:   * People and circumstances of the topic      * Scale of the effects of the person or event in this period | Demonstrates considerable knowledge of the:   * People and circumstances of the topic      * Scale of the effects of the person or event in this period | Demonstrates thorough knowledge of :   * People and circumstances of the topic      * Scale of the effects of the person or event in this period |
| Thinking (critical thinking processes) - uses planning & processing skills  (e.g. questions, research, organization) -assesses the depth of impact | Demonstrates planning & processing skills with limited effectiveness  Assesses and shows the impact of the event or person’s actions with  limited effectiveness | Demonstrates planning & processing skills with some effectiveness  Assesses and shows the impact of the event or person’s actions with  some effectiveness | Demonstrates planning & processing skills with considerable effectiveness  Assesses and shows the impact of the event or person’s actions with  considerable effectiveness | Demonstrates planning & processing skills very effectively  Assesses and shows the impact of the event or person’s actions with  a high degree of effectiveness |
| **Communication:**  *Demonstrates an awareness of the audience by clearly expressing ideas on topic in an interesting and engaging manner* | Expresses ideas on the topic with limited clarity  Shows connection to historical significance that has limited interest and engagement | Expresses ideas on the topic with some clarity  Shows connection to historical significance that has some interest and engagement | Expresses ideas on the topic with considerable clarity  Shows connection to historical significance that has considerable interest and engagement | Expresses ideas on the topic with a high degree of clarity  Shows connection to historical significance that has a high degree of interest and engagement |
| **Application**:  *Uses knowledge and skills to make connection to wider issues in Canadian history and culture beyond the specific time and place* | Demonstrates **with limited effectiveness** how an event / person is significant by:  - explaining how it helps us understand wider issues  - explaining why it should be remembered in Canadian history and culture | Demonstrates **with some effectiveness** how an event / person is significant by:  - explaining how it helps us understand wider issues  - explaining why it should be remembered in Canadian history and culture | Demonstrates **with considerable effectiveness** how an event / person is significant by:  - explaining how it helps us understand wider issues  - explaining why it should be remembered in Canadian history and culture | Demonstrates **with a high degree of effectiveness** how an event / person is significant by:  - explaining how it helps us understand wider issues  - why it should be remembered in Canadian history and culture |

1. Adapted from the Historica Foundation of Canada [↑](#footnote-ref-0)