

RUBRIC FOR PERFORMANCE TASK – ZERO TOLERANCE FOR BULLYING - STUDENT NAME:

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
Knowledge of terms PHE – correctly defines bullying, harassment, physical threats, teasing and ostracizing	– demonstrates limited knowledge of terms	– demonstrates some knowledge of terms	– demonstrates considerable knowledge of terms	– demonstrates thorough knowledge of terms
Understanding of Procedures PHE – explains appropriate and safe responses to bullying situations	– demonstrates limited understanding of the appropriate actions to take when threatened	– demonstrates some understanding of the appropriate actions to take when threatened	– demonstrates good understanding of the appropriate actions to take when threatened	– demonstrates a high degree of understanding of the appropriate actions to take when threatened
Thinking - <i>The use of critical and creative thinking skills and/or processes</i>				
Use of processing skills Language – uses processing skills of analyzing and evaluating effectively in responding to a variety of formats of information on bullying	– uses processing skills with limited effectiveness when responding to a variety of information on bullying presented in a variety of formats	– uses processing skills with some effectiveness when responding to a variety of information on bullying presented in a variety of formats	– uses processing skills with considerable effectiveness when responding to a variety of information on bullying presented in a variety of formats	– uses processing skills with limited effectiveness when responding to a variety of information on bullying presented in a variety of formats
Use of reading processes Language – uses a variety of reading strategies to comprehend a variety of non-fiction articles	- uses only a few reading strategies - rarely tried using new strategies taught introduced	- uses some different reading strategies - sometimes tried using new strategies introduced	- uses a range of reading strategies - readily tried using new strategies introduced	- uses a wide range of reading strategies - immediately tried using new strategies introduced

Communication - *The conveying of meaning through various forms*

<p>Expression and organization of ideas and information in oral, visual, and written forms, including media forms</p>	<p>– expresses and organizes ideas and information with limited effectiveness</p>	<p>– expresses and organizes ideas and information with some effectiveness</p>	<p>– expresses and organizes ideas and information with considerable effectiveness</p>	<p>– expresses and organizes ideas and information with a high degree of effectiveness</p>
<p>Communication for different audiences and purposes in oral, visual, and written forms, including media forms</p>	<p>– communicates for different audiences and purposes with limited effectiveness</p>	<p>– communicates for different audiences and purposes with some effectiveness</p>	<p>– communicates for different audiences and purposes with considerable effectiveness</p>	<p>– communicates for different audiences and purposes with a high degree of effectiveness</p>

Application - *The use of knowledge and skills to make connections within and between various contexts*

<p>Transfer of knowledge and skills to new contexts Social Studies/History Effectively transfers knowledge of Historical Actions and Events to the context of a possible “bullying” incident in Canadian History</p>	<p>– transfers knowledge of specified historical events to the new context of evaluating events as possible examples of bullying with limited effectiveness</p>	<p>– transfers knowledge of specified historical events to the new context of evaluating events as possible examples of bullying with some effectiveness</p>	<p>– transfers knowledge of specified historical events to the new context of evaluating events as possible examples of bullying with considerable effectiveness</p>	<p>– transfers knowledge of specified historical events to the new context of evaluating events as possible examples of bullying with a high degree of effectiveness and insight</p>
<p>Making connections within and between various contexts Religion Makes the appropriate ethical connections between evaluating bullying behavior through the messages of the gospels</p>	<p>– makes a few connections within and between various contexts with limited understanding of the gospel messages</p>	<p>– makes some connections within and between various contexts with some understanding of the gospel messages</p>	<p>– makes a number of good connections within and between various contexts with a good understanding of the gospel messages</p>	<p>– makes many insightful connections within and between various contexts with considerable understanding of the gospel messages</p>

Teacher Comments: (Read my comments on your work on the back of this page.)

GENERIC RUBRIC FOR PERFORMANCE TASKS – GRADES 1–8 JANUARY 2005 – (BASED ON NEW MINISTRY ACHIEVEMENT CHART)

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
Knowledge of content	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking - <i>The use of critical and creative thinking skills and/or processes</i>				
Use of planning skills	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness