**Grade 5 Exhibition Group Assessment -** *This is designed as a formative and summative rubric*

**Real life Issue: Central idea:**

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|  |  **2 Beginning to Develop**  |  **3 Developing Appropriately**  | **4 Developing Strongly**  |
| **Knowledge** | * The students looked at a global or local issue.
* The lines of inquiry are unclear and do not support the central idea.
* Students demonstrate limited understanding of the central idea.
* Students have completed limited research on each of their lines of inquiry
 | * Students looked at a global or local issue.
* The lines of inquiry are clear and support the central idea.
* Students demonstrate an understanding of central idea
* Students have completed research on each of their lines of inquiry
 | * Students looked at a global or local issue that is important to them.
* The lines of inquiry support the central idea.
* Students demonstrated clear and detailed understanding of the central idea.
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| **Concepts** | * Students demonstrated an understanding of a key concept through their research
* Students developed one or less key questions in their inquiry with a concept.
* Some key concepts were connected with the lines of inquiry.
 | * Students demonstrated an understanding of the key concepts through their research
* Students can justify 2-3 key concepts they have chosen
* The key concepts were connected with the lines of inquiry and were used to guide the progress
 | * Students demonstrated an understanding of the key concepts through their research
* Students can justify 4 or more key concepts they have chosen.
* Students could independently create key questions that were connected to the lines of inquiry and that helped guide the progress
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| **Approaches to Learning Skills** | * With support students were able to apply and recognize their use of some of the Approaches to Learning skills as indicated in their written, visual products, actions and through their reflections/checklists
 | * Students were able to apply and recognize their use the Approaches to Learning skills as indicated in their written / visual products, actions and through their reflections/checklists
 | * Students were able to plan for apply and recognize their use of all the Approaches to Learning skills as indicated in their written, visual products, actions and through their reflections/checklists
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| **Attitudes & Learner Profiles** | * Students use some of the language of the learner profiles and attitudes in their written and visual products.
* Students demonstrated a few of the profiles and attitudes in their actions as observed by the Mentors, teachers and peers throughout the process.
 | * Students usually use the language of the learner profile and attitudes in their written and visual products.
* Students demonstrated the profiles and attitudes in their actions as observed by Mentors, teachers and peers throughout the process.
 | * Students used the language of the learner profile and attitudes in their written and visual products.
* Students planned for and exemplified the profiles and attitudes in their actions as observed by Mentors, teachers and peers throughout the process.
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| **Action** | * Students are unable to identify an action from their inquiry
* Students attempt at action only partially addresses their inquiry.
* Students action was not fully developed.
 | * Students can identify an action from their inquiry
* Students developed a plan for action that addressed a need as defined by their inquiry.
* Evidence of this action is displayed or practiced during then Exhibition.
* Students can identify the purpose of the chosen action
 | * Students can identify an action from their inquiry
* The students had a plan for action that clearly addressed a need as defined by their inquiry.
* This action was developed and implemented within the group and was successful in making a difference in the community. Evidence of this action is displayed or practiced during Exhibition.
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**NB: There should be a checklist for the Approaches to Learning Skills for students and teachers to record evidence of the skills.**

**This rubric can be filled in throughout the process of the exhibition by students, teachers, and mentors.**

**Key: Week 1 red, week 2 yellow, week 3 green, week 4 blue, week 5 orange, week 6 purple, week 7 pink, week 8 grey**