



## CONTEST JUDGING RUBRIC 2017 GRADES 4 TO 6

Entry Number \_\_\_\_\_ Champion \_\_\_\_\_

Evaluation \_\_\_\_\_/30

1. Champion Background \_\_\_\_\_/5

- Covered Champion's background

| 1  | 2                                 | 3   | 4  | 5  |
|--|-----------------------------------|---|--|--|
| Details provided are superficial. May be missing key elements. | Details provided are superficial. | Major events in champion's life are captured. Evidence of solid research. | Major events and significant details of the champion's life have been captured. Evidence of thoughtful research. | Major events and significant/interesting details of the champion's life have been captured. Evidence of skilled and in-depth research. |

2. Meeting with the champion \_\_\_\_\_/10

- Unique and creative meeting setting and experience
- Include how the champion supported the community
- Qualities of leadership that made champion stand out
- What was the impact of their leadership and community support?

| 0-2  | 3-4  | 5-6   | 7-8  | 9-10   |
|--|--|---|--|--|
| May be missing 2 or more of the required elements. Issue chosen is a poor match with the champion. | May be missing a required element. Issue chosen is an awkward match with the champion. | Satisfactory discussion of the required elements. Issue chosen is generally a good match. | Thoughtful discussion of the required elements. Issue has been thoughtfully selected and is an issue that reflects causes that the champion cared about in his/her lifetime. | Insightful discussion of the required elements. Issue has been very thoughtfully selected and reflects a deep understanding of the issues that the champion cared about during his/her lifetime. |

### 3. Student as Leader

\_\_\_\_\_/10

- How the student was inspired by the champion
- Student's leadership and citizenship plans

| 1-2  | 3-4   | 5-6  | 7-8   | 9-10   |
|--|---|--|---|--|
| Very brief discussion of impact on student through study of champion. May not describe future plans. | Brief discussion of impact on student through study of champion. May not describe future plans or only does so superficially. | General discussion of impact on student through study of champion. Description of future is general in nature. | Thoughtful discussion of impact on student through study of the champion. Description of future seems to be authentic rather than forced. | Insightful discussion of impact on student through study of the champion. Description of future is authentic and moving. |

### 4. Essay

\_\_\_\_\_/5

- a. Opening, body, conclusion
- b. Quote references
- c. Grammar, mechanics

| 1   | 2  | 3  | 4  | 5   |
|---|--|--|--|---|
| <u>Organization</u> -key pieces missing.<br><u>References</u> -may be missing<br><u>Grammar, spelling, mechanics</u> -weak and a hindrance to communication | <u>Organization</u> -key pieces are present but awkward. May be missing a suitable conclusion.<br><u>References</u> -minimal or may have only use one or two from the Alberta Champion's site.<br><u>Grammar, spelling mechanics</u> often interfere with communication. | <u>Organization</u> -key elements are present and functional.<br><u>References</u> are present but may be largely dependent on the Alberta Champion's site.<br><u>Grammar, spelling mechanics</u> support clear communication. | <u>Organization</u> -key elements are present and support understanding.<br><u>References</u> are present and include examples beyond the Alberta Champion's site.<br><u>Grammar, spelling mechanics</u> are controlled, skillful and support clear communication. | <u>Organization</u> -key elements are present and used skilfully to enhance understanding.<br><u>References</u> are present and include several examples beyond the Alberta Champion's site.<br><u>Grammar, spelling mechanics</u> are controlled, skillful and support clear communication. Evidence of thoughtful choices throughout. |

### 5. Comments

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