

Task Rubric – A Proposal for a School-Based Initiative

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
4	– demonstrates an understanding of how the selected initiative will support school spirit	– demonstrates limited understanding of how the selected initiative will support school spirit	– demonstrates some understanding of how the selected initiative will support school spirit	– demonstrates considerable understanding of how the selected initiative will support school spirit	– demonstrates thorough understanding of how the selected initiative will support school spirit
Thinking/Inquiry					
The student:					
5	– creates a logical and detailed plan	– creates a plan with limited logic and detail	– creates a plan with some logic and detail	– creates a plan with considerable logic and detail	– creates a plan with a high degree of logic and with extensive detail
Communication					
The student:					
3	– adopts a tone and language in the letter that are appropriate to the purpose and audience (e.g., businesslike, courteous)	– adopts a tone and language in the letter that are appropriate to a limited degree	– adopts a tone and language in the letter that are somewhat appropriate	– adopts a tone and language in the letter that are appropriate to a considerable degree	– adopts a highly appropriate tone and language in the letter
1	– writes a persuasive letter to the community-service organization (e.g., lists advantages of the initiative, provides supporting evidence, develops logical arguments)	– writes a letter that is persuasive to a limited degree	– writes a letter that is somewhat persuasive	– writes a letter that is persuasive to a considerable degree	– writes a highly persuasive letter

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
The student:					
2	– uses the language structures and conventions of standard Canadian English accurately	– uses the language structures and conventions of standard Canadian English with limited accuracy	– uses the language structures and conventions of standard Canadian English with some accuracy	– uses the language structures and conventions of standard Canadian English with considerable accuracy	– uses the language structures and conventions of standard Canadian English with a high degree of accuracy
6	– produces an effective proposal for the community-service organization (e.g., coherent, relevant, complete)	– produces a proposal of limited effectiveness	– produces a proposal that is somewhat effective	– produces a proposal of considerable effectiveness	– produces a proposal that is highly effective

*The expectations that correspond to the numbers given in this chart are listed on page 75.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.