

Canadian Identity Paragraph Assessment

Name _____

Date _____

	Exemplary (9 10)	Competent (7 8)	Approaching (5 6)	Limited (1 2 3 4)
The paragraph demonstrates an informed and defensible judgement about the historical significance of the events and institutions that shaped Canadian identity.	Selection of events and institutions is appropriate and explanations of the importance of the events are sophisticated or thorough.	Selection of events and institutions is appropriate and explanations of the importance of the events are sufficient.	Selection of events and institutions is somewhat appropriate. Explanations of the importance may be somewhat detailed or may demonstrate some misconceptions.	Selection of events and institutions is inconsistently or rarely appropriate and/or explanations of the importance of the events are incomplete, vague and/or inaccurate.
Historical perspectives are taken in order to interpret the past as it may have been experienced by the people who lived in it.	The student's work demonstrates a perceptive understanding of the attitudes and beliefs of various people affected by the events and institutions.	The student's work sufficiently demonstrates understanding of the attitudes and beliefs of various people affected by the events and institutions.	The student's work sometimes demonstrates understanding of the attitudes and beliefs of various people affected by the events and institutions.	The student's work demonstrates limited understanding of the attitudes and beliefs of various people affected by the events and institutions.
The paragraph clearly communicates historical narratives, explanations, and/or arguments.	The student's work shows a high degree of competence in organizing and expressing ideas. <ul style="list-style-type: none"> • Errors in grammar, spelling, punctuation, and capitalization are rare. • Diction, syntax, and/or organization of ideas are effective and enhance the persuasiveness of the stance. 	The student's work shows considerable competence in organizing and expressing ideas. <ul style="list-style-type: none"> • Errors in grammar, spelling, punctuation, and capitalization are rare. • Diction, syntax, and/or organization of ideas are appropriate. 	The student's work shows some competence in organizing and expressing ideas. <ul style="list-style-type: none"> • Errors in grammar, spelling, punctuation, and capitalization are present, but do not interfere with clarity. • Diction, syntax, and/or organization of ideas are occasionally ineffective. 	The student's work shows limited competence in organizing and expressing ideas. <ul style="list-style-type: none"> • Errors in grammar, spelling, punctuation, and capitalization interfere with clarity. • Diction, syntax, and/or organization of ideas are frequently ineffective and/or obstruct the logic of the ideas.

