

Observation and Conversation Rubric¹

Indigenous Studies

Activity: _____

Evidence of student achievement for evaluation is collected over time from three different sources – **observations, conversations, and student products.**² For this assignment, the teacher will be generating a mark based on his observations and conversations with the student.

| 0 | Level One | Level Two | Level Three | Level Four |
|--|---|---|--|--|
| No participation in class discussion is noted. | <p>Student is listening intently to the conversation and seems engaged with the material.</p> <p>*Student needs prompting by the teacher.</p> <p>Student demonstrates that they understand the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.³</p> <p>Student can describe the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.⁴</p> <p>Student can identify social, political, and economic issues currently being addressed by Indigenous individuals and communities in Canada.⁵</p> <p>Student can describe the current dialogue concerning renewed relationships between Indigenous peoples and various governments.⁶</p> <p>Student can describe a variety of approaches that Indigenous peoples are taking to preserve and maintain Indigenous knowledge as it relates to such things as culture, language, and the environment.⁷</p> <p>Student can identify the issues facing Indigenous Peoples.⁸</p> | <p>Student is listening intently to the conversation and is engaged with the material.</p> <p>*Student may have needed prompting by the teacher.</p> <p>Student demonstrates that they understand the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.⁹</p> <p>Student can describe the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.¹⁰</p> <p>Student can identify social, political, and economic issues currently being addressed by Indigenous individuals and communities in Canada.¹¹</p> <p>Student can describe the current dialogue concerning renewed relationships between Indigenous peoples and various governments.¹²</p> <p>Student can describe a variety of approaches that Indigenous peoples are taking to preserve and maintain Indigenous knowledge as it relates to such things as culture, language, and the environment.¹³</p> <p>Student can identify the issues facing Indigenous Peoples.¹⁴</p> | <p>Student is listening intently and engaging with the conversation.</p> <p>Student recalls some examples and teachings from materials explored in class and uses them in our discussions/debates.</p> <p>Student demonstrates that they understand the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.¹⁵</p> <p>Student can describe the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.¹⁶</p> <p>Student can identify social, political, and economic issues currently being addressed by Indigenous individuals and communities in Canada.¹⁷</p> <p>Student can describe the current dialogue concerning renewed relationships between Indigenous peoples and various governments.¹⁸</p> <p>Student can describe a variety of approaches that Indigenous peoples are taking to preserve and maintain Indigenous knowledge as it relates to such things as culture, language, and the environment.¹⁹</p> <p>Student can identify the issues facing Indigenous Peoples.²⁰</p> | <p>Student is actively listening and engaging with the conversation and material.</p> <p>Student recalls examples and teachings from materials explored in class and uses them in our discussions/debates.</p> <p>Student demonstrates that they understand the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.²¹</p> <p>Student can describe the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.²²</p> <p>Student can identify social, political, and economic issues currently being addressed by Indigenous individuals and communities in Canada.²³</p> <p>Student can describe the current dialogue concerning renewed relationships between Indigenous peoples and various governments.²⁴</p> <p>Student can describe a variety of approaches that</p> |

¹ Created April 10th, 2019

² Ministry of Education, *Growing Success*, (Toronto: Ministry of Education, 2010), 39.

³ NDA3M Overall Expectation - Relationships

⁴ Ibid.

⁵ NDA3M Overall Expectation – Challenges

⁶ NDW4M Overall Expectations – Relationships

⁷ NDW4M Overall Expectation – Challenges

⁸ Ibid.

⁹ NDA3M Overall Expectation - Relationships

¹⁰ Ibid.

¹¹ NDA3M Overall Expectation – Challenges

¹² NDW4M Overall Expectations – Relationships

¹³ NDW4M Overall Expectation – Challenges

¹⁴ Ibid.

¹⁵ NDA3M Overall Expectation - Relationships

¹⁶ Ibid.

¹⁷ NDA3M Overall Expectation – Challenges

¹⁸ NDW4M Overall Expectations – Relationships

¹⁹ NDW4M Overall Expectation – Challenges

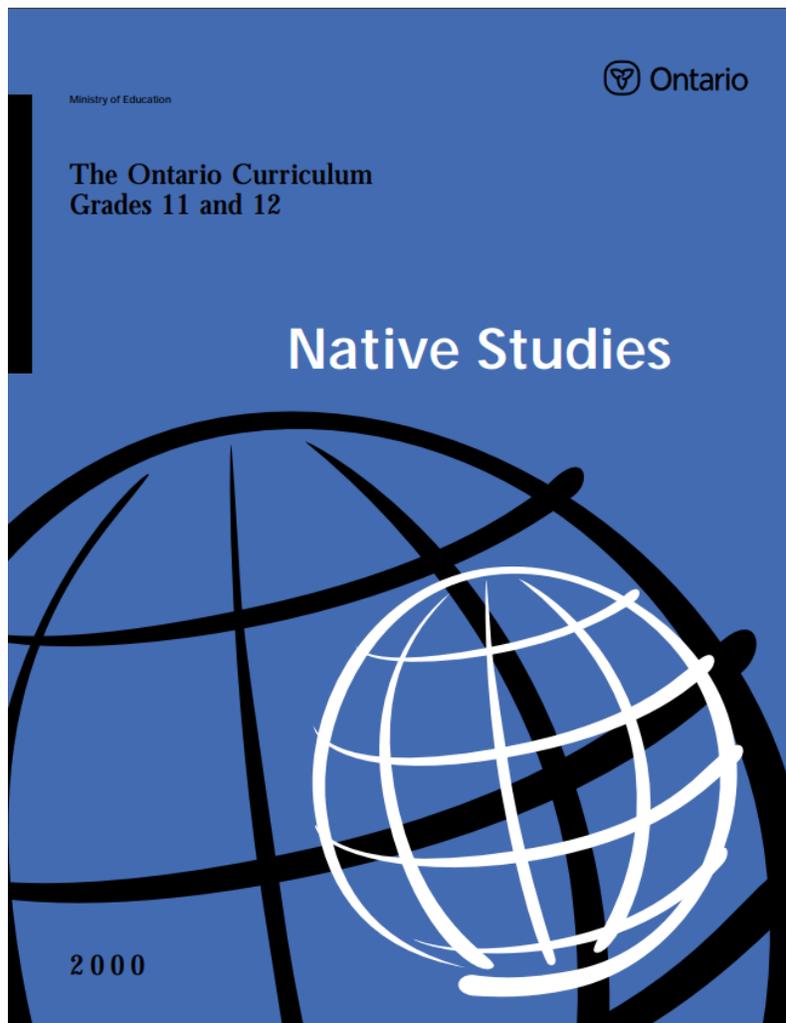
²⁰ Ibid.

²¹ NDA3M Overall Expectation - Relationships

²² Ibid.

| | | | | |
|----|---|---|---|--|
| | Student's participation reflects the Course Covenant: Everyone's perspectives are honoured and respected. | Student's participation reflects the Course Covenant: Everyone's perspectives are honoured and respected. | Student's participation reflects the Course Covenant: Everyone's perspectives are honoured and respected. | <p>Indigenous peoples are taking to preserve and maintain Indigenous knowledge as it relates to such things as culture, language, and the environment.²⁵</p> <p>Student can identify the issues facing Indigenous Peoples.²⁶</p> <p>Student's participation reflects the Course Covenant: Everyone's perspectives are honoured and respected.</p> |
| 0% | 50-59 | 60-69 | 70-79 | 80-100 |

*Student may use other means (emails, notes, private conversations after class, etc.) to demonstrate their understanding of the course material.



This rubric is based on the curriculum developed in 2000 by the Ontario Ministry of Education

²³ NDA3M Overall Expectation – Challenges

²⁴ NDW4M Overall Expectations – Relationships

²⁵ NDW4M Overall Expectation – Challenges

²⁶ Ibid.