Student Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**E.K. Heritage Fair PROJECT ASSESSMENT**

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|  | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **1**  **Approaching Expectations**  **(Minimally Satisfactory)** | **2**  **Meets Some Expectations**  **(Satisfactory)** | **3**  **Meets Most Expectations**  **(Good)** | **4**  **Fully Meets Expectations**  **(Very Good)** | **5**  **Exceeds Expectations**  **(Excellent)** | | | | **1 2 3 4 5 SCORE** (whole numbers) |
| **Knowledge and Historical Significance (appropriate to grade level)**   * Knowledge of topic. * Understanding of historical significance. The chosen topic... * resulted in profound change or * affected the lives of many individuals, communities, and/or the land itself, * connection to "big picture." | * Limited knowledge of topic. * Little or no understanding of historical significance. For example, significance is based on personal preference or a single authority, such as a family member or textbook. | * Good knowledge of topic. * Good explanation of historical significance, with little to no prompting, on how the event affected the land or a community of individuals. | * Exceptional knowledge of topic. * Powerful comprehensive and integrated understanding of historical significance demonstrated by an explanation that includes the effects of an event from multiple perspectives and/or their willingness to engage in a culturally sensitive topic. |  |
| **Research and Evidence**  **(appropriate to grade level)**   * Extent of research using a variety of sources.   (Sources may include: text and artifacts, legends, traditional art and media, and Indigenous ways of knowing.)   * Use of primary and secondary sources to answer a focus question or develop a big idea. * Analysis of sources. | * No bibliography or less than 3   relevant and reliable sources.   * Only secondary sources are used. * Minimal to no analysis of sources. * A few sources are not cited. | * Bibliography contains at least 3 relevant and reliable sources. * Research uses both primary and secondary sources. * Good analysis of all sources to answer a focus question or develop a big idea. * Many sources are cited. | * Bibliography contains 5 or more relevant, reliable, and diverse sources. * Extensive research using both primary and secondary sources. * Thoughtful analysis of sources to answer a focus question or develop a big idea. * All sources are cited. |  |
| **Visual Presentation**  **(appropriate to grade level)**   * Organized layout contributes to clarity of message, conclusion or big idea. * Use and impact of visual elements (tangibles, digital/audio, pictorial, script/narratives, performance) to support topic and engage audience. | * Limited effort to organize and clearly present message, conclusion or big idea. * Limited effort to use visual elements to present topic and engage audience. | * Good effort to organize and clearly present big idea and supporting information. * Good choice of visual elements to present topic and engage audience. | * Big idea and supporting   information is clearly and thoughtfully presented and organized.   * Exceptional use of visual elements to present topic and engage audience. |  |
| **Interview**  **(appropriate to grade level)**   * Enthusiasm for topic and its importance. * Knowledgeably discusses chosen topic and demonstrates understanding of its impact on the past, present, and future. * Displays interest in heritage/culture/history and shares insights about the historical process. | * Has difficulty answering questions  (like pulling teeth)! * Displays little interest in or enthusiasm for topic. | * Answers many questions knowledgeably, with clarity and confidence. * Speaks with enthusiasm about topic. * Displays clear interest in heritage/culture/history. | * Gives thoughtful and insightful answers to questions, with clarity and confidence. * Speaks with genuine enthusiasm about topic and desire to share with others. * Displays strong interest in heritage/culture/history. |  |

**JUDGE NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TOTAL: /20**