**Climate Change Culminating Task Rubric**

**Students Supporting or Opposing**

Name: Role:

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| **Criteria** | **Level** |
|  | **4 (80-100%)** | **3 (70-79%)** | **2 (60-69%)** | **1 (50-59%)** | **R (below 50%)** |
| *Knowledge & Understanding – Written Work (10 marks)* |
| Role & Position (4 marks) | Clearly identifies role and specific position within the debate | Identifies role and position within the debate | Role and position are identified but may need clarification or more detail | Role and/or position may not be completely identified | Role and position are not identified |
| Position Research (6 marks) | Position is thoroughly researched with at least three very clear supporting details as a rationale to their opinion | Position is researched with three supporting details as a rational to their opinion | Position is researched but may lack clarity or have less than 3 supporting details | Position is only researched in a limited amount and has less than 3 supporting details | Position contains very little research and has less than 3 supporting details |
| *Thinking & Inquiry – Written Work (10 marks)* |
| Rebuttal Argument # 1 |
| Role & Position(2 marks) | Clearly identifies role and specific position of an opposing view within the debate | Identifies role and position of an opposing view within the debate | Role and opposing position are identified but may need more clarification or detail | Role and/or opposing position may not be completely identified | Role and opposing position are not identified. |
| Rebuttal(3 marks) | Thoroughly explains how to rebut the argument of the opposing view | Explains how to rebut the argument of the opposing view with detail | Explanation how to rebut the argument of opposing view lacks clarity and/or detail | Explanation how to rebut the argument of opposing view lacks but clarity and is too short | Explanation how to rebut the argument of opposing view is unclear |
| Rebuttal Argument # 2 |
| Role & Position(2 marks) | Clearly identifies role and specific position of an opposing view within the debate | Identifies role and position of an opposing view within the debate | Role and opposing position are identified but may need more clarification or detail | Role and/or opposing position may not be completely identified | Role and opposing position are not identified. |
| Rebuttal(3 marks) | Thoroughly explains how to rebut the argument of the opposing view | Explains how to rebut the argument of the opposing view with detail | Explanation how to rebut the argument of opposing view lacks clarity and/or detail | Explanation how to rebut the argument of opposing view lacks but clarity and is too short | Explanation how to rebut the argument of opposing view is unclear |

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| *Application – Debate (10 marks)* |
| Role of Stakeholder(5 marks) | Very obvious portrayal of their role as a stakeholder with a thorough understanding of their view on the topic | Good portrayal of their role as a stakeholder with a good understanding of their view on the topic | Some portrayal of their role as a stakeholder with some understanding of their view on the topic | Limited portrayal of their role as a stakeholder with a limited understanding of their view on the topic | Very limited portrayal of their role as a stakeholder with a very limited understanding of their view on the topic |
| Debate(5 marks) | Makes a very clear and convincing argument for their position within the debate | Makes a clear and convincing argument for their position within the debate | Argument needs to be more clear and convincing for their position within the debate | Argument lacks clarity and/or is not convincing for their position within the debate | Argument is not clear and not convincing for their position within the debate |
| *Communication – Debate* |
| Rebuttal & Participation | Strongly supports their position with a rebuttal argument or participation within another section of the debate on at least two occasions | Supports their position with a rebuttal argument or participation within another section of the debate on two occasions. | Supports their position with a rebuttal argument or participation but only briefly on two occasions | Very briefly supports their position within a rebuttal argument or participation once | Does not support their position with a rebuttal or participation at all |
| Communication Skills | - Speaks very clearly at an excellent volume and pace- Frequently makes eye contact with audience- Only glances at cue cards or notes | - Speaks clearly with a good volume and pace- Makes eye contact with audience some of the time- Uses cue cards or notes on a few occasions | - Volume could be louder and/or pace could be slower- Makes eye contact with audience a few times- Uses cue cards or notes frequently | - Volume could be much louder and pace could be slower- Makes eye contact with audience rarely- Heavily relies on cue cards or notes | - Speaker could not be understood clearly- Very limited eye contact with audience- Relies completely on cue cards or notes |
| *Communication – Written Work (10 marks)* |
| Spelling & Grammar(2 marks) | Written work is free from spelling and grammatical errors | Written work has only a few spelling and grammatical errors | Written work has some spelling and grammatical errors and may need some revision | Written work has numerous spelling and grammatical errors and needs revision | Written work clearly needs revision |
| References(3 marks) | Includes at least three APA style references from reliable sources | Includes three APA style references and most are from reliable sources | There may be less than 3 references and/or some may not be from reliable sources or not in correct format | There is less than 3 references and some are not from reliable sources and are not in correct format | References are not included |

**/10 KU /10 TI /10 A /5 C TOTAL MARKS: /35**

**Climate Change Culminating Task Rubric**

**Students Doing Overview**

Name: Role:

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| --- | --- |
| **Criteria** | **Level** |
|  | **4 (80-100%)** | **3 (70-79%)** | **2 (60-69%)** | **1 (50-59%)** | **R (below 50%)** |
| *Knowledge & Understanding – Written Work (10 marks)* |
| Background Information on Topic (2 marks) | Clearly identifies key information for the group on the selected topic | Identifies key information for the group on the selected topic | Key information on topic is identified but may need more detail | Key information may not be clearly identified | Key information is not identified |
| Supporting & Opposing Position with Research (8 marks) | Thoroughly researches at least two reasons to support the topic and two reasons to oppose the topic | Researches two reasons to support the topic and two reasons to oppose the topic | Reasons are researched but may lack some detail or clarity | Reasons include only limited research and have limited detail and clarity | Reasons lack research and have very limited detail and clarity |
| *Thinking & Inquiry (10 marks)* |
| Rebuttal Argument # 1 – Supporting Side |
| Role & Position(2 marks) | Clearly identifies role and specific position of one of the supporting argument roles within the debate | Identifies role and position of one of the supporting argument roles within the debate | Role and supporting position role are identified but may need more clarification or detail | Role and/or supporting position role may not be completely identified | Role and supporting position role are not identified. |
| Rebuttal(3 marks) | Thoroughly explains how to rebut the argument from any role | Explains how to rebut the argument from any role with detail | Explanation how to rebut the argument from any role lacks clarity and/or detail | Explanation how to rebut the argument from any role lacks but clarity and is too short | Explanation how to rebut the argument of from any role is unclear |
| Rebuttal Argument # 2 – Opposing Side |
| Role & Position(2 marks) | Clearly identifies role and specific position of one of the opposing argument roles within the debate | Identifies role and position of one of the supporting argument roles within the debate | Role and supporting position role are identified but may need more clarification or detail | Role and/or supporting position role may not be completely identified | Role and supporting position role are not identified. |
| Rebuttal(3 marks) | Thoroughly explains how to rebut the argument from any role | Explains how to rebut the argument from any role with detail | Explanation how to rebut the argument from any role lacks clarity and/or detail | Explanation how to rebut the argument from any role lacks but clarity and is too short | Explanation how to rebut the argument of from any role is unclear |

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| *Application (10 marks)* |
| Overview(5 marks) | Provides a very detailed overview of topic including supporting and opposing views that is understandable to all who listen | Provides a detailed overview of topic including supporting and opposing views that students can understand | Provides an overview of topic with some detail and some supporting and opposing views | Provides an overview of topic with limited details and less than two supporting and two opposing views | Provides a very limited overview of topic and lacks supporting or opposing details |
| Argument(5 marks) | Actively and continuously helps both sides when preparing their arguments for the debate | Frequently helps both sides when preparing their arguments for the debate | Helps with both sides of the debate sometimes | Rarely helps with debate or only helps one side | Does not help in the debate |
| *Communication - Debate* |
| Rebuttal & Participation | Strongly supports either position with a rebuttal argument or participation within another section of the debate on at least two occasions | Supports either position with a rebuttal argument or participation within another section of the debate on the debate on two occasions | Supports either position with a rebuttal argument or participation but only briefly on two occasions | Very briefly supports either position within a rebuttal argument or participation once | Does not support either position with a rebuttal or participation at all |
| Communication Skills | - Speaks very clearly at an excellent volume and pace- Frequently makes eye contact with audience- Only glances at cue cards or notes | - Speaks very clearly at an excellent volume and pace- Frequently makes eye contact with audience- Only glances at cue cards or notes | - Speaks clearly with a good volume and pace- Makes eye contact with audience some of the time- Uses cue cards or notes on a few occasions | - Volume could be louder and/or pace could be slower- Makes eye contact with audience a few times- Uses cue cards or notes frequently | - Volume could be much louder and pace could be slower- Makes eye contact with audience rarely- Heavily relies on cue cards or notes |
| *Communication – Written Work (5 marks)* |
| Spelling & Grammar(2 marks) | Written work is free from spelling and grammatical errors | Written work is free from spelling and grammatical errors | Written work has only a few spelling and grammatical errors | Written work has some spelling and grammatical errors and may need some revision | Written work has numerous spelling and grammatical errors and needs revision |
| References(3 marks) | Includes at least three APA style references from reliable sources | Includes at least three APA style references from reliable sources | Includes three APA style references and most are from reliable sources | There may be less than 3 references and/or some may not be from reliable sources or not in correct format | There is less than 3 references and some are not from reliable sources and are not in correct format |

**/10 KU /10 TI /10 A /5 C TOTAL MARKS: /35**