



Name : \_\_\_\_\_

Date: \_\_\_\_\_

***Lest We Forget Project — First World War Cenotaph Research 1914–1918***

Students will conduct primary research to create biographies of service persons

<b>Criteria:</b>	<b>Level 1</b> (50% - 59%)	<b>Level 2</b> (60% - 69%)	<b>Level 3</b> (70% - 79%)	<b>Level 4</b> (80% - 100%)
<b>Knowledge</b>				
use W5 + How questions when researching	uses basic W5 (who, what, when, where, why) + How questions when researching	uses satisfactory W5 (who, what, when, where, why) + How questions when researching	uses effective W5 (who, what, when, where, why) + How questions when researching	uses excellent W5 (who, what, when, where, why) How questions when researching
searches the Internet using a defined search strategy	searches the Internet using a basic search strategy	searches the Internet using an adequate search strategy	searches the Internet using a competent search strategy	searches the Internet using a complex search strategy
<b>Thinking</b>				
use relevant and adequate supporting evidence to draw conclusions	uses somewhat relevant and minimally adequate supporting evidence to draw conclusions	uses relevant and adequate supporting evidence to draw conclusions	uses relevant and sufficient supporting evidence to draw conclusions	uses relevant and comprehensive supporting evidence to draw conclusions
make reasoned generalizations or appropriate predictions based on research	makes generalizations/predictions based on limited logical reasoning/evidence	makes generalizations/predictions based on adequate logical reasoning/evidence	makes generalizations/predictions based on good logical reasoning/evidence	makes generalizations/predictions based on excellent logical reasoning/evidence
<b>Communication</b>				
communicate research results in oral or written presentation	limited ability to communicate research results in oral or written presentation	adequate ability to communicate research results in oral or written presentation	competent ability to communicate research results in oral or written presentation	excellent ability to communicate research results in oral or written presentation
demonstrate competence in writing	demonstrates excellent essay/report style (structure, grammar, spelling) and coherency, with limited logic and use of evidence	demonstrates excellent essay/report style (structure, grammar, spelling) and coherency, with adequate logic and use of evidence	demonstrates excellent essay/report style (structure, grammar, spelling) and coherency, with clear logic and use of evidence	demonstrates excellent essay/report style (structure, grammar, spelling) and coherency, with strong logic and use of evidence
<b>Application</b>				
assess the contributions of individuals to the development of Canadian identity	assesses well with little supporting detail the contributions of individuals to the development of Canadian identity since the First World War	assesses well with some detail supporting detail the contributions of individuals to the development of Canadian identity since the First World War	assesses well with considerable supporting detail the contributions of individuals to the development of Canadian identity since the First World War	assesses skillfully with insightful detail the contributions of individuals to the development of Canadian identity since the First World War