

Citoyens Globaux Project Narrative Rubric

PROJECT NARRATIVE				
	Grade A	Grade B	Grade C	Grade D/F
Format & Voice	<p>Narrative is typed in 14 inch font and double spaced. The paper is written in the student's own voice with resorting to repetition. If a different voice is used, it is cited. Few grammatical, spelling or mechanics errors.</p> <p>9-10 points</p>	<p>Paper is typed in 14 inch font and double spacing. The paper is written in the students voice but can be repetitive at times. If a different voice is used, it is cited.</p> <p>8 points</p>	<p>Either the paper is not 14 inch font and double spaced/or the student's voice is barely present or repetitive. It is clear that other voices are present without citation.</p> <p>7 points</p>	<p>Paper violates all formatting. Most of the content is written in different voice or is clearly plagiarized.</p> <p>Please note that any that plagiarized content will constitute a zero.</p> <p>0-6 points</p>
Global Issue or Concern	<p>The question is open-ended, and addresses an issue or concern in the Francophone world.</p> <p>9-10 points</p>		<p>The question is open-ended and but does not address an issue or concern in the Francophone world.</p> <p>7 points</p>	<p>The question is not open-ended and does not address an issue or concern in the Francophone world.</p> <p>0-6 points</p>
Content	<p>The narrative includes clear and complete responses to all 8 requirements.</p> <p>9-10 points</p>		<p>The narrative includes complete responses to 6 or 7 requirements above or somewhat unclear or incomplete responses to the 8 requirements.</p> <p>7 points</p>	<p>Responses to several of the 8 requirements are either missing, unclear or incomplete.</p> <p>0-6 points</p>
Compelling Question	<p>The narrative includes a clear description of the compelling question and provides a rich, deep, and introspective reason that led student to research the issue or concern.</p> <p>9-10 points</p>	<p>The narrative includes a description of the compelling question but the reasoning that led to the creation of the question is not described in substantial depth.</p> <p>8 points</p>	<p>The narrative includes the compelling question but the reasoning that led to the creation of the question is inadequate.</p> <p>7 points</p>	<p>The narrative either does not include the question the student asked AND/OR the reasoning that led to the creation of the compelling question is absent.</p> <p>0-6 points</p>

Methodology/Investigation	<p>The narrative includes rich description and detail to explain how student addressed the investigation, using a minimum of 7 reputable sources (i.e. books, articles, media, survey, websites, blogs, studies, etc.), and provides a clear rationale of what led them to use these sources to frame his/her conclusions.</p> <p>The methodology was creative.</p> <p>9-10 points</p>	<p>The narrative uses some description and detail to describe how the student addressed the investigation, using a minimum of 7 reputable sources, and provides a somewhat clear rationale for doing so.</p> <p>The methodology lacked variety or imagination.</p> <p>8 points</p>	<p>The narrative uses description and detail to describe how the student addressed the investigation, using less than 7 reputable sources, and provides a somewhat clear rationale for doing so.</p> <p>The methodology used was safe.</p> <p>7 points</p>	<p>The narrative fails to describe or minimally describes how the student went about investigating the compelling question. The narrative mentions few if any resources.</p> <p>The methodology reflected little or real effort.</p> <p>0-6 points</p>
Communication	<p>The narrative provides a creative and sound rationale for contacting an individual or organization to answer student's questions. Student describes the communication process and provides extensive depth as to who was communicated with (name, title, how impacted by the issue etc.), why the person was selected, when and where the communication took place.</p> <p>9-10 points</p>	<p>The narrative provides some rationale for contacting an individual or organization to answer student's questions. Student describes the communication process and provides some depth as to who was communicated with (name, title, how impacted by the issue etc.), why the person was selected, when and where the communication took place.</p> <p>If no communication took place, student should conclude why and discuss what they would do differently with more time.</p> <p>8 points</p>	<p>The narrative provides very basic rationale for contacting an individual or organization to answer student's questions. Student does not provide much depth as to who was communicated with (name, title, how impacted by the issue etc.) or why the person was selected, when and where the communication took place.</p> <p>If no communication took place, student is unable to justify why.</p> <p>7 points</p>	<p>The student makes little or no effort to contact an individual or organization to answer student's questions.</p> <p>0-6 points</p>

Findings and Conclusion	<p>The narrative contains a rich and detailed description of the state of the issue that resulted from the investigation. The findings reveal new knowledge or a new perspective on the issue being addressed and that the approach taken by the student was rigorous, well-planned, and thorough.</p> <p>The student's conclusion based on findings and research is related back to their original thesis.</p> <p>9-10 points</p>	<p>The narrative contains a detailed description of the state of the issue that resulted from the investigation. These findings indicate that the student has an understanding of the issue and that the investigation was somewhat well-executed and planned.</p> <p>The student's conclusion based on findings and research is related back to their original thesis.</p> <p>8 points</p>	<p>The narrative contains a description of the state of the issue that resulted from the investigation. The findings are predictable but indicate student learning and planning is evident.</p> <p>The student's conclusion based on findings and research is related back to their original thesis.</p> <p>7 points</p>	<p>The narrative minimally describes the state of the issue or does not reflect sufficient learning or depth.</p> <p>The student's conclusion is not related back to their original thesis.</p> <p>0-6 points</p>
Possible Solutions	<p>Student proposes creative, possible and reasonable solutions to the issue justified by their findings and research.</p> <p>9-10 points</p>	<p>Student proposes creative solutions to the issue based on their investigation, but not wholly justified on findings or research.</p> <p>8 points</p>	<p>Solutions may be predictable and/or not quite possible or reasonable based on findings and research.</p> <p>7 points</p>	<p>Student does not provide reasonable, possible or attainable solutions and/or are not supported by findings or research.</p> <p>0-6 points</p>

Artifact Description	<p>Student provides a rich, personal and thoughtful justification as to why they chose this artifact to call attention to this issue and provides creative guidance as to how and in what context this artifact could be used to share with community stakeholders for further impact and to institute change.</p> <p>9-10 points</p>	<p>Student provides basic justification as to why they chose this artifact to call attention to this issue and provides some basic guidance on how and in what context this artifact could be used to share with community stakeholders for further impact and to institute change.</p> <p>8 points</p>	<p>Student provides little or very impersonal justification as to why they chose this artifact to call attention to this issue and provides little or highly predictable guidance as to how could be used to share with community stakeholders for further impact and to institute change.</p> <p>7 points</p>	<p>Description of student's artifact appears to reflect little personal investment in the topic or issue.</p> <p>0-6 points</p>
Reflection on Process	<p>The narrative discusses what was learned by conducting the project and demonstrates that student has reflected upon how the project enriched their understanding and/or helped them grow as a person.</p> <p>Thoughtful reflection on what student would do differently next time and suggestions for teacher on how to implement/support the project.</p> <p>9-10 points</p>	<p>The narrative discusses what was learned and reflects upon how the project enriched their understanding.</p> <p>Basic ideas on what student would do differently next time and suggestions for teacher on how to implement/support the project.</p> <p>8 points</p>	<p>The narrative contains a reflection section that is superficial and/or minimal suggestions for teacher.</p> <p>7 points</p>	<p>The narrative does not contain a reflection section.</p> <p>0-6 points</p>
Annotated Bibliography	<p>Clearly explained and justified use of 7 or more sources.</p> <p>9-10 points</p>	<p>Use of 7 or more sources that are mostly well-explained and/or justified.</p> <p>8 points</p>	<p>Less than 7 sources and/or sources superficially explained or justified.</p> <p>7 points</p>	<p>Few sources or superficial and/or repetitive justification for use.</p> <p>0-6 points</p>