# Rubric for Assignments Posted to Pages

Your blog has been set up, you have been working hard in your classes, and now you are ready to start posting artifacts or examples of your learning to your blog. You are going to be using the Science and English pages that have already been set up for you on the template so that you can post your work all in one place and reflect on it. As you do work in other courses you will be able to add more pages and post your assignments there.

It is one thing to upload your work – and that is the easy part. It is important to remember though that these pieces of work, or artifacts, are evidence of your learning. You will need to reflect on what you learned as you completed this assignment (things such as how to make a video, use excel or another program, or even just about the activity itself) as well as how this piece of evidence highlights your ability or improvement as learner based on the core competencies.
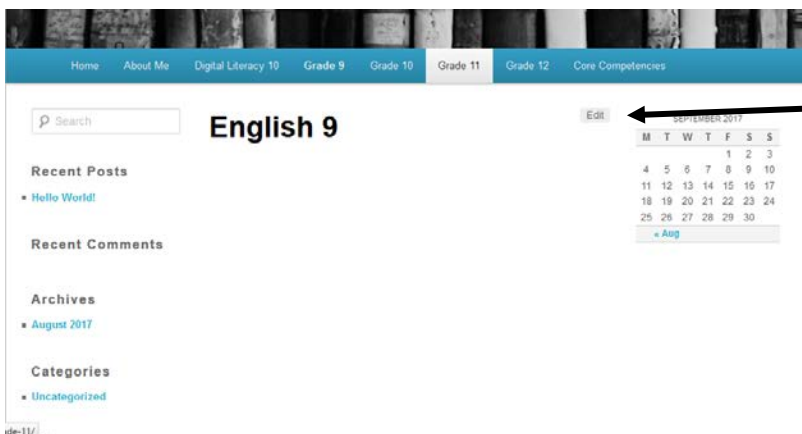
When posting your work for a class be sure to follow the following steps:

1. Select the appropriate page in order to post your work.
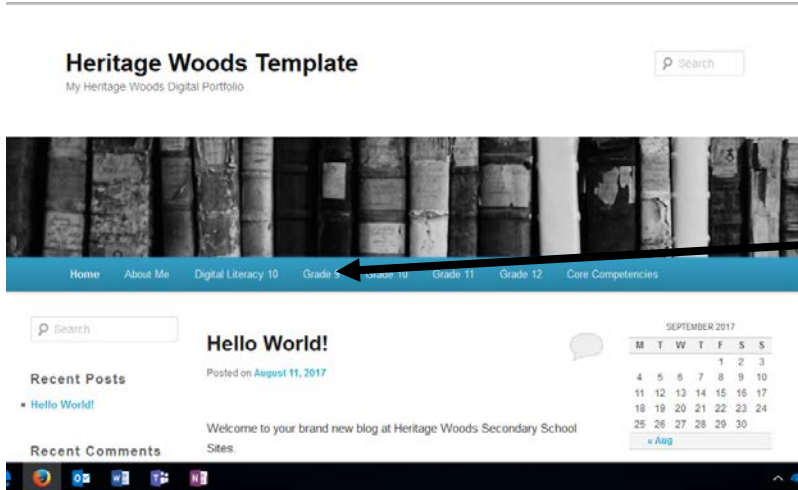
Hover over the grade nine menu – classes such as Science, Math, English and Social Studies should drop down – select the page that you need to edit.

2. Once on the page – click the edit button to post your work.

You need to select the edit button when editing your pages – it is important to note the distinction between pages and posts.

3. You can then use the editor to add text, media (video's etc.) to allow you to post your assignment and the related reflection that goes with it.

   You can add media, photo's, video's and other files including Sway's by clicking on this button.
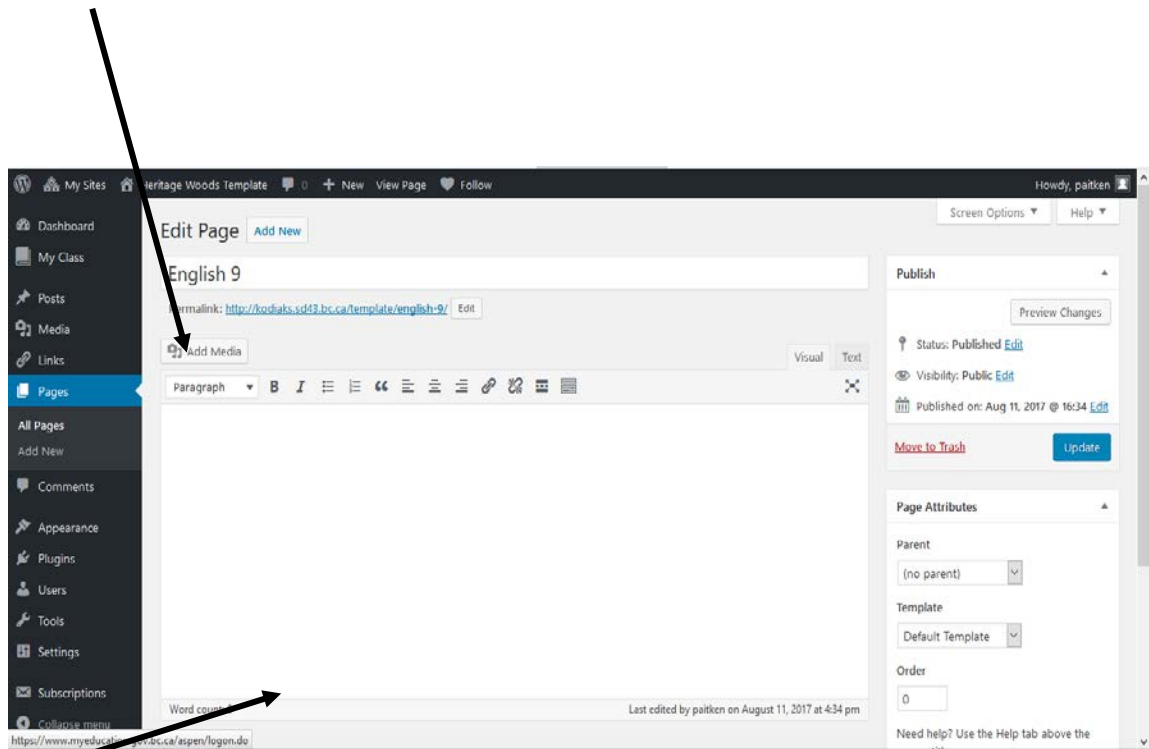
Scrolling down will allow you to change the permissions of the page – if it is locked only site administrators like yourselves will be able to edit the page.

Reflection:

Ultimately the reflection is the most important part of what you are putting on your blog. It is a summary of your learning and will allow you to set goalposts, to see how far you have progressed and act as a means by which you can look back on that progress – your successes as well as your failures (because learning is messy and it is through making mistakes that most of your learning will occur).

For each assignment that you put onto your various blog pages you will need to complete the following reflection. This most likely will take the form of a small paragraph (four to five sentences) and will be based around the core competencies (listed below). Some questions that you could address in your inquiry/reflection include:

1. Did you make use of any new digital media (programs/apps/or otherwise) that you have not used previously? What was your experience like with this? Was it difficult? What are the benefits and drawbacks of using this digital media to complete your assignment?
2. In your assignment, were you required to reflect on who you are as a person, your culture or heritage? What did you learn about yourself? How does this change your view of yourself and the world?
3. Were you required to make reasoned and ethical judgements in your assignment? What have you learned about your ability to think critically, to assess sources of information and arrive at a conclusion? Have you improved your ability to detect bias in a source?

These are merely questions you may look to answer in relation to the core competencies and your assignments. It is by no means an exhaustive list. You should look to devise your own questions in providing a reflection on your work. Think about obstacles you had to overcome. Think about new skills you developed. Think about whether you have gained a new perspective of, or appreciation for yourself, your community and the natural world around you.

Core Competencies:

COMMUNICATION

Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

CREATIVE THINKING

Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. The Creative Thinking competency profiles highlight three facets of creative thinking that can be observed and documented within education settings and beyond.

CRITICAL THINKING

Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

The Critical Thinking competency profiles describe and illustrate students' development, focusing on three interrelated facets described below. Note that these overlap, and any task/sample is likely to demonstrate more than one of these facets. All critical thinking tasks and illustrations involve review and reflection; these are highlighted as part of the analyze and critique facet.

POSITIVE PERSONAL & CULTURAL IDENTITY

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

PERSONAL AWARENESS & RESPONSIBILITY

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

The Personal Awareness and Responsibility Competency Profiles describe and illustrate students' development, focusing on the three facets described below. Note that these overlap, and any task/illustration is likely to demonstrate more than one facet and often includes facets from Positive Personal and Cultural Identity Profiles.

SOCIAL RESPONSIBILITY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

The four facets of social responsibility described, are interrelated and interwoven with each other and with other competencies.