

Rubric: Communities in Alberta

Task

Students present a labelled model or report on communities in Alberta. The work shows what makes a community, who lives there, and how it is governed.

Curriculum alignment

Students relate diversity to Alberta's western identity ([Outcome](#)).

Students compare municipal and provincial governments ([Outcome](#)).

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Identifies groups in Alberta communities	Names one group living in Alberta with limited detail.	Names two or three groups (First Nations, Métis, Francophone, settlers, or immigrants) with basic description.	Identifies at least three groups and describes their contributions to Alberta's identity (Outcome, Understanding).	Identifies multiple groups, describes their distinct cultures or languages, and explains how diversity shapes Alberta (Knowledge, Knowledge).
Labels or describes community features	Shows one or two community features with unclear labels.	Shows three to four features (homes, services, symbols, leaders) with partial labels or descriptions.	Labels or describes four or more community features, including government services or symbols (Understanding, Knowledge).	Clearly labels features and explains how they serve the community or reflect its identity (Knowledge, PDF p.6).
Shows understanding of government roles	Mentions government with no clear explanation.	Names municipal or provincial government and lists one or two services (Knowledge).	Describes both municipal and provincial governments and gives examples of services each provides (Outcome, Knowledge).	Compares municipal and provincial roles and explains how each serves the community (Outcome, Understanding, Knowledge).
Organizes information clearly	Information is disorganized or hard to follow.	Information is presented with some order but lacks clear structure.	Information is organized logically with labels, headings, or sections that are easy to follow.	Presentation is well organized, visually clear, and helps the reader understand the community.

Scoring

Add the level achieved in each criterion. A student working at Proficient in all four criteria scores 12 points. Use this scale:

- 4 to 6 points: Beginning
- 7 to 10 points: Developing

- 11 to 14 points: Proficient
- 15 to 16 points: Exemplary

Notes for the teacher

- **Diversity focus.** Look for evidence that the student understands Alberta includes First Nations, Métis, Francophone, settler, and immigrant communities. A model or report naming only one group scores lower on the first criterion.
- **Specificity matters.** Vague statements like "people live here" do not meet the Proficient level. Expect names of groups, examples of services, or references to symbols from the curriculum knowledge ([Knowledge](#), [Knowledge](#), [Knowledge](#)).
- **Government comparison.** For the third criterion, students do not need to list every service, but they should show they know the difference between what municipal and provincial governments do. A report that treats them as the same scores at Developing.
- **Presentation.** The fourth criterion rewards clarity of layout and labelling. A messy or unlabelled model scores lower. A well-organized report or clearly labelled diagram scores higher, even if some content is incomplete.