



What on Earth is in your stuff?
WHERE on Earth does it come from?

Presented by: www.miningmatter.ca

RESEARCH (40%)

Consider the following :

1. *Focus*: Are the two questions that are the basis of the Challenge answered and how thoroughly?

2. *Accuracy*: Is the information accurate and relevant to location (a Canadian contest)?

3. *Persuasiveness*: How effectively did the author deliver the message? Are there facts included to support the message? Are relevant and cohesive connections established?

	(1 point)	(2 points)	(3 points)	(4 points)
1.	Does not address the questions (<50%).	Addresses some of the questions (>50%).	Addresses most of the questions; not all thoroughly.	Addresses each of the questions thoroughly.
2.	Scientific background is consistently inaccurate. There are no Canadian examples provided.	Scientific background contains common inaccuracies. Some of the examples stating where the resources are found are Canadian.	Scientific background is mostly accurate. Most of the examples stating where the resources are found are Canadian.	Scientific background is accurate. All of the examples stating where the resources are found are Canadian.
3.	Entry does not persuade the audience of the importance of Earth’s resources or how it relates to everyday life. Entry fails to present satisfactory arguments and connections.	Entry is somewhat persuasive and presents an incomplete argument and/or connection of the importance of Earth’s resources to everyday life. Argument and/or connections are weak.	Entry is persuasive and provides two connections of the importance of Earth’s resources to everyday life. Argument and/or connections lack detail.	Entry is extremely persuasive and provides more than two clear and detailed connections to the importance of Earth’s resources to everyday life.

INNOVATION – Graphic Art Entries (40%)
(Drawing, illustration, painting, and/or poster)

Consider the following:

4. *Originality*: How novel, original or unexpected is the entry as compared to 2014 submissions? How well does the entry elaborate or reformulate what was known or has been done previously?

5. *Elements and Design**: How understandable, polished and aesthetic is the final product? How functional or relevant is it? Does the project have the capacity to stimulate positive emotions such as surprise or other relevant feelings, the ‘wow’ factor?

6. *Craftsmanship*: How well does the entry achieve its purpose? How well does the final product, as presented operate as a ‘whole’, an outcome that has integration or synthesis?

	(1 point)	(2 points)	(3 points)	(4 points)
4.	The message and/or perspective is unclear. There is no evidence of original thought. Concept exactly the same as 2014 entry.	The message and/or perspective is clear but needs some explanation to understand. Idea not completely original, but concept is clear and well played out visually. Concept too closely mimics past projects.	Message and/or perspective is bold and clear. Message is obvious. The entry is original and designed from a unique idea, concept or skill.	Message and/or perspective is bold, clear and needs no explanation. Message is compelling. The entry is very original and designed from a unique idea, concept or skill.
5.	Entry is lacking in artistic value. There are no basic design principles or art elements at work in this entry.	Entry is somewhat lacking in artistic value. Applied the principles of design while using one or more elements effectively; shows an awareness of filling the space adequately; adequate planning.	Entry has obvious artistic value. The artwork was carefully planned, shows an awareness of basic art elements and design principles; arrangement and composition is unique and space is used effectively.	Entry has outstanding artistic value. The artwork was carefully planned; excellent use of the elements and principles of art; chose color scheme carefully both aesthetically and symbolically; uses space effectively; emphasis is clear.
6.	The artwork shows no craftsmanship and no attention to control, adaptation, selection and experimentation of medium/media.	The artwork shows minimal craftsmanship and little attention to control, adaptation, selection and experimentation of medium/media.	The artwork shows good craftsmanship, with some attention to control, adaptation, selection and experimentation of medium/media.	The entry shows outstanding craftsmanship, with clear attention to control, adaptation, selection and experimentation of medium/media.

- * Elements of design: line, texture, colour/hue, shape/form, light, space
- * Design principles: repetition/rhythm, balance/symmetry, emphasis, dominance, contrast, and unity

MECHANICS (20%)				
7. Expression: Correct grammar, punctuation and spelling are key elements of good writing skills. Does the text as presented communicate the message with clarity and ease? 8. Citation: Is the origin of the ideas, facts and content clearly identified? Has an attempt been made to use a recognisable format /style? 9. Fair Use Guidelines* : Was material included from sources that require permission? Does the entry respect educational Fair Use practices?				
	(1 point)	(2 point)	(3 points)	(4 points)
7.	Poorly written. Obvious and numerous errors (> 4) in spelling, punctuation or grammar. Poor sentence structure and/or flow. Errors are distracting to the reader.	Some errors (2-4) in spelling, punctuation or grammar. Choppy sentence structure. Minor errors in sentence structure and/or flow. Errors are minimally distracting to the reader.	Well written. Good insights. Few errors (<2) in spelling, punctuation, or grammar. Errors, if present, are not distracting to the reader.	Articulate and insightful. No errors in spelling, punctuation or grammar. Consistent use of effective sentence length and structure (fluidity).
8.	Entry does not cite or indicate any sources.	Entry has sources but of questionable quality or origin.	Entry uses at least a few high quality sources.	Entry uses several (4 or more) high quality sources.
9.	Sources are not properly documented. Material was used without permission from a source that required permission.	Does not apply for this category.		Fair Use Guidelines followed with clear and accurate citations for <u>all</u> sources. No material is included from sources that state that permission is required unless permission has been obtained.

* Get more information on fair use guidelines, read, “The Educator's Guide to Copyright and Fair Use”, here: http://www.educationworld.com/a_curr/curr280.shtml

Columbia University Library / Information Services developed a helpful Fair Use Checklist, here: <http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf>



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This rubric is meant to be used as a guide for the development of an effective and winning entry. Entries scoring below 25 are ineligible for consideration as regional and/or national prizes.

36 – 31 points	30 – 25 points	< 24 points
<p>Entries are exceptionally well researched with a novel or innovative design.</p> <p>Entries make an attempt to persuade their audience about the importance of Earth's resources in everyday life.</p> <p>Fair use guidelines are followed with clear and accurate citations for almost or all sources. No material is included from sources that state that permission is required unless permission has been obtained.</p>	<p>Entries are highly creative or well researched but may not be strong in both categories OR are moderate in each category.</p> <p>Entries make an attempt to persuade their audience about the importance of Earth's resources in everyday life.</p> <p>Fair use guidelines are followed with clear and accurate citations for almost or all sources. No material is included from sources that state that permission is required unless permission has been obtained.</p>	<p>Entries are limited in research, accuracy, and/or creativity.</p> <p>Fair use guidelines may or may not be followed and citations may or may not be included for all sources</p>