



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 – Literary Entries (40%)
(Essay, story and/or poetry)

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.	Entry is neither creative nor original in its design and literary components; focus, elaboration, support and style.	Entry is creative but is not original in its design and literary components; focus, elaboration, support and style.	Entry is both creative and original in its design and literary components; focus, elaboration, support and style.	Entry is extremely creative and original in its design and literary components; focus, elaboration, support and style.
5.	Entry is lacking in literary value. The writer used words in the written piece that did not establish an appropriate mood and tone and did not make use of lively verbs that show action. Details and sound devices were never used to create images and rhythm in the poem. <u>OR</u> The story has a beginning and abruptly ends. The narrative does not fulfill its purpose of telling a story.	Entry is somewhat lacking in literary value. The writer used words in the written piece that did not establish an appropriate mood and tone and rarely made use of lively verbs that show action. Details and sound devices were rarely used to create images and rhythm in the poem. <u>OR</u> The story struggles to start up and has an end. Some of the sentences are important to the story. The narrative fulfills its purpose by telling a story.	Entry has obvious literary value. The writer tried to use words in the written piece to establish an appropriate mood and tone and occasionally made use of lively verbs that show action. Details and sound devices are sometimes used to create images and rhythm in the poem. <u>OR</u> The story has a strong beginning and ending. The majority of the sentences are important to the story. The narrative fulfills its purpose by telling an interesting story.	Entry has outstanding literary value. The writer used words effectively in the written piece to establish an appropriate mood and tone and incorporated lively verbs that show action. Details and sound devices are consistently used to create images and rhythm in the poem. <u>OR</u> The story has a strong beginning and ending. Every sentence is important to the story. The narrative fulfills its purpose by telling an interesting and captivating story.
6.	Minimal or no effort is made in planning and craftsmanship.	Some effort is made in planning or craftsmanship.	Craftsmanship is adequate but could have been improved with more planning.	Craftsmanship is exceptional and shows careful preparation and planning.

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.	<p>Poorly written. Obvious and numerous errors (> 4) in spelling, punctuation or grammar.</p> <p>Poor sentence structure and/or flow.</p> <p>Errors are distracting to the reader.</p>	<p>Some errors (2-4) in spelling, punctuation or grammar.</p> <p>Choppy sentence structure. Minor errors in sentence structure and/or flow.</p> <p>Errors are minimally distracting to the reader.</p>	<p>Well written. Good insights. Few errors (<2) in spelling, punctuation, or grammar.</p> <p>Errors, if present, are not distracting to the reader.</p>	<p>Articulate and insightful. No errors in spelling, punctuation or grammar.</p> <p>Consistent use of effective sentence length and structure (fluidity).</p>
8.	<p>Entry does not cite or indicate any sources.</p>	<p>Entry has sources but of questionable quality or origin.</p>	<p>Entry uses at least a few high quality sources.</p>	<p>Entry uses several (4 or more) high quality sources.</p>
9.	<p>Sources are not properly documented. Material was used without permission from a source that required permission.</p>	<p><i>Does not apply for this category.</i></p>		<p>Fair Use Guidelines followed with clear and accurate citations for <u>all</u> sources.</p> <p>No material is included from sources that state that permission is required unless permission has been obtained.</p>

* 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>