

APPENDIX 1**JOURNAL RUBRIC**

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Connections between texts and personal experiences	Makes few connections between texts and personal experiences in written work	Makes some connections between texts and personal experiences in written work	Makes considerable connections between texts and personal experiences in written work	Makes clear and thorough connections between texts and personal experiences in written work
Audience and purposes	Demonstrates limited understanding of audience and purposes when choosing forms of writing	Demonstrates some understanding of audience and purposes when choosing forms of writing	Demonstrates considerable understanding of audience and purposes when choosing forms of writing	Demonstrates thorough understanding of audience and purposes when choosing forms of writing
Incorporation of characteristics of various genres of print texts	Incorporates few characteristics of print texts with limited use in their own work	Identifies some characteristics of print texts, and incorporates some of them in their own work	Identifies most the characteristics of print texts,	Identifies all the characteristics of print texts, and consistently and effectively incorporates them in their own work
Respect for individual and cultural differences	Demonstrates limited respect for individual and cultural differences	Demonstrates some respect for individual and cultural differences	Demonstrates considerable respect for individual and cultural differences	Demonstrates a high degree of respect for individual and cultural differences

APPENDIX 2**NEWS REPORT ARTICLE RUBRIC**

Criteria	Level 1	Level 2	Level 3	Level 4
Development/20 -who, what, when, where and why are included in the LEAD paragraph -supporting details/facts used to develop article -quotations from key individuals involved -supporting paragraphs elaborate on why and how	-Limited development is evident.	Some development is evident.	Considerable development is evident.	Thorough development is evident.
Organization/10 -the Inverted Pyramid structure is used -supporting paragraphs follow logically	-The article shows limited organization. Paragraphs do not follow logically.	The article shows some organization. Some paragraphs follow logically.	The article shows considerable organization. Most paragraphs follow logically.	The article shows thorough and thoughtful organization. All paragraphs follow logically.
Writing Conventions/10 -spelling -punctuation -grammar	-Limited knowledge and understanding of writing conventions; several errors are evident.	-Some knowledge and understanding of writing conventions; some errors are evident.	-Considerable knowledge and understanding of writing conventions; few errors evident.	-Thorough knowledge and understanding of writing conventions; very few to no errors evident
Style/5 -objective point of view -written in third person -appropriate language for intended audience	-An objective tone and point of view are rarely used; many lapses -appropriate language for intended audience is rarely used	-An objective tone and point of view are used sometimes; some lapses -appropriate language for intended audience is used sometimes	-An objective tone and point of view are used most times; few lapses -appropriate language for intended audience is used most times	-An objective tone and point of view are used at all times; no lapses -appropriate language for intended audience is used at all times

APPENDIX 3**PERSONAL REFLECTION RUBRIC**

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Uses critical thinking skills to reflect on a personal experience	Demonstrates limited critical thinking skills when reflecting on a personal experience	Demonstrates some critical thinking skills when reflecting on a personal experience	Demonstrates considerable critical thinking skills when reflecting on a personal experience	Demonstrates thorough critical thinking skills when reflecting on a personal experience
Expresses and justifies personal responses and relevant opinions	Demonstrates limited ability to clearly express and justify personal responses and relevant opinions	Demonstrates some ability to clearly express personal responses and relevant opinions	Demonstrates considerable ability to clearly express personal responses and relevant opinions	Demonstrates very strong ability to clearly express personal responses and relevant opinions
Demonstrates an understanding of bias and stereotype	Demonstrates limited understanding of bias and stereotype	Demonstrates some understanding of bias and stereotype	Demonstrates considerable understanding of bias and stereotype	Demonstrates thorough understanding of bias and stereotype

APPENDIX 4**ESSAY RUBRIC**

Criteria	Level 1 (0-49%)	Level 2 (50-64%)	Level 3 (65-79%)	Level 4 (80-100%)
Knowledge/Understanding: demonstrate an accurate understanding of how a polished information paragraph should be written.	Demonstrates information paragraph form with limited accuracy.	Demonstrates information paragraph form with some accuracy.	Demonstrates information paragraph form with considerable accuracy.	Demonstrates information paragraph form with a high degree of accuracy.
Thinking: relate information to the topic chosen and includes specific, relevant details.	Paragraph includes information that has limited relevance to the topic chosen.	Paragraph includes information that has some relevance to the topic chosen.	Paragraph includes information that has considerable relevance to the topic chosen.	Paragraph includes information that has extensive relevance to the topic chosen.
Communication: edit information paragraph to be clear to the reader.	Paragraph demonstrates limited editing.	Paragraph demonstrates some editing.	Paragraph demonstrates considerable editing.	Paragraph demonstrates a high degree of editing.
Application: structure paragraph to inform the reader about the topic chosen.	Paragraph informs the reader about the topic with limited effectiveness.	Paragraph informs the reader about the topic with some effectiveness.	Paragraph informs the reader about the topic with considerable effectiveness.	Paragraph informs the reader about the topic with a high degree of effectiveness.

Appendix 5

Glossary

The following is a glossary of terms taken from the Ontario Human Rights Commission's *Policy and Guidelines on Racism and Racial Discrimination*, at www.ohrc.on.ca and from *Equity and Inclusive Education in Ontario Schools - Guidelines for Policy Development and Implementation*, 2014.

Anti-Black racism: Prejudice, stereotyping, and discrimination directed against Black people, including people of African descent. Anti-Black racism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Bias: An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Discrimination: Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Minority group: A group of people within a given society that has little or no access to social, economic, political, cultural, or religious power. The term may refer to a group that is small in number or it may connote inferior social position.

Prejudice: The pre-judgement (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes.

Race: A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture, and/or facial features. The term is used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racial group. (Refer to the Ontario Human Rights Commission's *Policy and Guidelines on Racism and Racial Discrimination*, at www.ohrc.on.ca.)

NAME: _____

Racism: A set of erroneous assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Racist: A term referring to the beliefs and/or actions of an individual, institution, or organization that imply (directly or indirectly) that certain groups are inherently superior to others.

Stereotyping: A widely held but fixed and oversimplified image or idea of a particular type of person or thing.