

HSB 4MI Gender Discrimination in Sport Rubric

Categories	Below L. 1	Level 1	Level 2	Level 3	Level 4
Knowledge	insufficient evidence	Limited evidence	moderate evidence	considerable evidence	highly effective
Knowledge of the relationship between stereotypes, prejudice and participation in sport as well as the role media plays in accentuating inequities in sport	Work shows no understanding of the link between forms of prejudice and participation in sport and no evidence of knowledge of the role media plays in accentuating inequities in sport	Work shows limited understanding of the link between forms of prejudice and participation in sport and no evidence of knowledge of the role media plays in accentuating inequities in sport	Work shows some knowledge of how prejudice can affect sport participation and not a very solid awareness of the role media plays in amplifying inequities in sport	Work shows considerable understanding of both the effects of stereotyping and the media involvement in inequities in sport	Work shows a thorough knowledge of prejudice limiting participation in sport and media empowering stereotypes within sport
Understanding of an effective presentation (visual, audio, connection, content) and an official marketing proposal	No evidence of presentation or proposal	Presentation doesn't adhere to four categories of effectiveness Marketing proposal doesn't identify a need and propose improvements	Presentation makes use of only a few of the four categories and neglects others Marketing proposal identifies a need, but does not propose improvements, and accurately suggest a target market	Presentation uses all four of the categories Marketing proposal identifies a need, proposes improvements and finds a target market	Presentation uses the four categories, but goes beyond to leave the audience with a memorable effect Marketing proposal meets all requirements and its suggestions are authentic and realistic
Thinking/Inquiry					
Select, organize, and interpret information gathered from a variety of print and electronic sources	No evidence of research or any interpretation	Research notes were not organized and were not the most fitting sources There was no evidence of interpretation	Research notes only gathered information from one source instead of a variety of sources Very little interpretation was evident	Research notes gathered information from a variety of sources and there was considerable evidence of interpretation	Research notes were very well organized and gathered from a variety of sources There was clear evidence of interpretation
Communication					
Communication of ideas	Very little evidence of work submitted to be considered for evaluation of communication	Ideas and information regarding topic were delivered with limited clarity, often with confusing effect.	Ideas and information regarding topic were delivered with some degree of clarity, occasionally with confusing effect	Ideas and information regarding topic were consistently delivered with clarity, no confusing effect	Ideas and information regarding topic were delivered with a high degree of clarity and confidence
Application					
Application of the content (symbolic interactionism) to the real world context	Very little evidence of work submitted to be considered for evaluation of communication	Student's performance shows a limited ability to apply the concept of prejudice limiting participation in sport	Student's performance shows some ability to apply the concept of prejudice limiting participation in sport	Student's performance shows considerable ability to apply the concept of prejudice limiting participation in sport	Student makes the link between the in class instruction and the real world context of the limiting powers of prejudice and stereotypes in sport

