



Christ the Teacher Catholic Schools

Religion Assessment Rubrics

Christ the Teacher Catholic Schools expresses its gratitude to the following individuals who generously shared their time and expertise to develop assessment rubrics for Social Studies:

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Design

The rubrics are designed to track triangulated evidence of student learning—evidence stemming from products, conversations, and observations. On this rubric, teachers may record a student's progress toward an outcome noted in a conversation. In addition, when they observe a student demonstrating abilities related to an outcome, they can add those observations to the rubric. When the student creates a product as a demonstration of learning, that evidence can be plotted on the rubric as well.

These rubrics reflect a move away from assessing tasks and from giving a grade on a task to using tasks to gather evidence of learning with respect to a group of outcomes and to tracking this evidence of learning against specified criteria.

The levels on the rubric are cumulative. Students who achieve level 4 have already demonstrated the competencies described in levels 1, 2, and 3.

Rubric Development Process

Just as the strands for the Religion section of the Student Progress Report were inspired from the programs currently in use in Christ the Teacher Catholic Schools, the rubrics reflect the objectives specified in the *Born of the Spirit* and *We Are Strong Together* series. No new content has been added.

Rubric developers began their work by examining the objectives listed in the teacher booklet for each grade. Then, they sorted the objectives according to the strands of the Student Progress Report: Scripture and Church Teachings (ST), Prayer and Celebration (PC), and Witness (WS). The next step was to synthesize the objectives into three or four outcome statements. To conclude, the developers wrote some indicators for each outcome.

Once the outcomes and indicators had been revised and approved by the developers, the process of rubric development began, according to the process adopted for each of the other subject areas.

The Religion rubrics, then, reflect what teachers are currently teaching in the classroom.

Language of the Rubrics

As much as possible, the writers have used language suitable for the student in a specific grade and appropriate for the pedagogy of the grade. Still, there are some expressions which carry particular meaning:

- **Including:** all of the enumerated concepts or skills are compulsory. For example, in **ST3.3 Discover Biblical witnesses, including: The Prophet Isaiah, Peter, Mary (Mother of God), Joseph (husband of Mary)**, evidence of student achievement of that outcome would need to include all of the outlined Biblical witnesses.
- **Such as:** refers to examples that a teacher or student might consider; they are **not** compulsory.

Feedback

The rubric developers have used their skill, knowledge, and experience to create a tool which is at once comprehensive and easy to use. Still, some revisions may be needed. Please keep track of issues with the rubrics, and email any suggested changes to Yvette at yvette.beutel@cttcs.ca so that adjustments can be made.