|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Legal Inquiry Assignment Rubric** |  | Student: |  |  |
|  |  |  |  |  |  |
| **Category** | **Level 0** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
|  | **(0% - 49%)** | **(50% - 59%)** | **(60% - 69%)** | **(70% - 79%)** | **(80% - 100%)** |
| **Knowledge/** | does not identify | Provides limited | Provides some | Clearly identifies | Clearly and |
| **Understanding** | either the existing | identification of | identification of both | both the existing | effectively identifies |
|  | Canadian Law or | either the existing | the existing | Canadian Law and | both the existing |
|  | the aspect | Canadian Law or | Canadian Law or the | the aspect requiring | Canadian Law and |
|  /10 | requiring change | the aspect requiring | aspect requiring | change | the aspect requiring |
|  |  | change | change |  | change |
| **Thinking/** | provides no | provides limited | provides some | provides clear | provides insightful |
| **Inquiry** | proposal as to how | proposal as to how | proposal as to how | proposal as to how | proposal as to how |
|  /20 | the law should be | the law should be | the law should be | the law should be | the law should be |
|  | changed | changed | changed | changed | changed |
| **Communication** | product is of no | product is of limited | product is somewhat | product is clearly | product is highly |
|  | effectiveness in | effectiveness in | effective in | effective in | effective in |
|  | persuading the | persuading the | persuading the | persuading the | persuading the |
|  | reader that the law | reader that the law | reader that the law | reader that the law | reader that the law |
|  | should be | should be changed; | should be changed; | should be changed; | should be changed; |
|  | changed; little or | limited effort put into | some effort put into | clear effort put into | thorough and |
|  /15 | no effort put into | choice and/or | choice and/or | choice and/or | substantial effort put |
|  | choice and/or | creation of product | creation of product | creation of product | into choice and/or |
|  | creation of product |  |  |  | creation of product |
|  |  |  |  |  |  |



**Overall Level of Achievement:**

**Comments:**