

## Performance Assessment Task

### **R-JEF: Mission Possible!**

You are an archivist for Canada's most important library and archive collections. R-JEF, Canada's central computer, stores important information about the 4 pillars of democracy: **R**epresentation, **J**ustice, **E**quity and **F**reedoms. A computer virus has corrupted and destroyed R-JEF's democratic memory files.

Your mission is to first reprogram R-JEF with a basic description of democracy based on your everyday life. Then, you will retrieve lost data about either Ancient Athens OR the Iroquois Confederacy and compare this data to present day democracy to restore R-JEF's democratic memory files. The details of your mission include the following:

- Given a definition for each of the 4 pillars of democracy (**R**epresentation, **J**ustice, **E**quity and **F**reedoms), you must provide a relevant written and pictorial example for each pillar from your everyday life to help R-JEF understand what democracy means today.
- Search multiple electronic and print sources to retrieve evidence of what the four pillars of democracy meant in either Ancient Athens OR the Iroquois Confederacy.
- In order to set up logical data files to complete the reprogramming, you will need to draw a conclusion about how similar the concepts underlying the four pillars are between your everyday life and the group you chose (Ancient Athens OR Iroquois Confederacy). You will need to provide reasons to support your conclusions.

You will be provided with templates to assist you with the collection and organization of the information required for the reprogramming of R-JEF. Your colleagues will be an invaluable source of support as you work on this important project.

There's no time to lose. Your important mission begins now!

# Data Collection - Representation: R-JEF: Mission Possible!

Student \_\_\_\_\_

**Definition of Representation:** individuals speak for themselves, or elected or appointed officials speak for their constituents.

An example of <b>Representation</b> from my everyday life is:	An example of <b>Representation</b> from Ancient Athens or the Iroquois Confederacy is:
My pictorial example of <b>Representation</b> from my everyday life is:	My pictorial example of <b>Representation</b> from Ancient Athens or the Iroquois Confederacy is:

**After completing all the examples and all the visuals from all 4 pillars of democracy, meet with a peer and complete the Peer Coaching Feedback Tool #1.**

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### Drawing and Supporting Conclusions

Check the descriptor below to indicate the degree to which the concept **Representation** from your everyday life example is different from the concept of **Representation** from your example in either Ancient Athens or the Iroquois Confederacy. Provide specific reasons to support your answer.

\_\_\_\_\_ **Not much different**      \_\_\_\_\_ **Somewhat different**      \_\_\_\_\_ **Very different**

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## Data Collection - Justice: R-JEF: Mission Possible!

Student \_\_\_\_\_

**Definition of Justice:** every person has an equal right to just, fair and equitable treatment

An example of <b>Justice</b> from my everyday life is:	An example of <b>Justice</b> from Ancient Athens or the Iroquois Confederacy is:
My pictorial example of <b>Justice</b> from my everyday life is:	My pictorial example of <b>Justice</b> from Ancient Athens or the Iroquois Confederacy is:

**After completing all the examples and all the visuals from all 4 pillars of democracy, meet with a peer and complete the Peer Coaching Feedback Tool #1.**

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### Drawing and Supporting Conclusions

Check the descriptor below to indicate the degree to which the concept **Justice** from your everyday life example is different from the concept of **Justice** from your example in either Ancient Athens or the Iroquois Confederacy. Provide specific reasons to support your answer.

\_\_\_\_\_ **Not much different**      \_\_\_\_\_ **Somewhat different**      \_\_\_\_\_ **Very different**

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## Data Collection - Equity: R-JEF: Mission Possible!

Student \_\_\_\_\_

**Definition of Equity:** being fair and just, and respecting individual and collective rights.

An example of <b>Equity</b> from my everyday life is:	An example of <b>Equity</b> from Ancient Athens or Iroquois Confederacy is:
My pictorial example of <b>Equity</b> from my everyday life is:	My pictorial example of <b>Equity</b> from Ancient Athens or Iroquois Confederacy is:

**After completing all the examples and all the visuals from all 4 pillars of democracy, meet with a peer and complete the Peer Coaching Feedback Tool #1.**

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### Drawing and Supporting Conclusions

Check the descriptor below to indicate the degree to which the concept **Equity** from your everyday life example is different from the concept of **Equity** from your example in either Ancient Athens or the Iroquois Confederacy. Provide specific reasons to support your answer.

\_\_\_\_\_ **Not much different**      \_\_\_\_\_ **Somewhat different**      \_\_\_\_\_ **Very different**

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## Data Collection - Freedoms: R-JEF: Mission Possible!

Student \_\_\_\_\_

**Definition of Freedoms:** the right to think, speak or act responsibly

An example of <b>Freedoms</b> from my everyday life is:	An example of <b>Freedoms</b> from Ancient Athens or Iroquois Confederacy is:
My pictorial example of <b>Freedoms</b> from my everyday life is:	My pictorial example of <b>Freedoms</b> from Ancient Athens or Iroquois Confederacy is:

**After completing all the examples and all the visuals from all 4 pillars of democracy, meet with a peer and complete the Peer Coaching Feedback Tool #1.**

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### Drawing and Supporting Conclusions

Check the descriptor below to indicate the degree to which the concept **Freedoms** from your everyday life example is different from the concept of **Freedoms** from your example in either Ancient Athens or the Iroquois Confederacy. Provide specific reasons to support your answer.

\_\_\_\_\_ **Not much different**      \_\_\_\_\_ **Somewhat different**      \_\_\_\_\_ **Very different**

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## Rubric: R-JEF: Mission Possible!

Student \_\_\_\_\_

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
<b>Provide examples of the 4 pillars of democracy from everyday life</b> (6.1.2.1)	Makes <b>insightful</b> written and visual connections between each of the 4 pillars and an example from everyday life.	Makes <b>thoughtful</b> written and visual connections between each of the 4 pillars and an example from everyday life.	Makes <b>appropriate</b> written and visual connections between each of the 4 pillars and an example from everyday life.	Makes <b>vague</b> written and visual connections between each of the 4 pillars and an example from everyday life.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Provide examples of the 4 pillars of democracy from either Ancient Athens or Iroquois Confederacy</b> (6.2.3.1 and 6.2.3.5 OR 6.2.4.1 and 6.2.4.7)	Makes <b>insightful</b> written and visual connections between each of the 4 pillars and an example from either Ancient Athens or Iroquois Confederacy.	Makes <b>thoughtful</b> written and visual connections between each of the 4 pillars and an example either Ancient Athens or Iroquois Confederacy.	Makes <b>appropriate</b> written and visual connections between each of the 4 pillars and an example from either Ancient Athens or Iroquois Confederacy.	Makes <b>vague</b> written and visual connections between each of the 4 pillars and an example from either Ancient Athens or Iroquois Confederacy.	
<b>Draw and support conclusions</b> (6.S.1.2, 6.S.7.4, 6.S.8.2)	Draws a conclusion and provides <b>pertinent</b> supporting reasons.	Draws a conclusion and provides <b>relevant</b> supporting reasons.	Draws a conclusion and provides <b>simplistic</b> supporting reasons.	Draws a conclusion and provides <b>superficial</b> supporting reasons.	

\* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.