

Appendix 1: Rubric for Mathematics Class Test

Criteria	Level 3 I understand completely	Level 2 I have a good understanding	Level 1 I have a limited understanding	Level 0 I do not understand
Computation	The suggested sample is representative of the school population	The suggested sample is representative of at least 4 of the grades	The suggested sample is representative of at least 2 of the grades	The suggested sample does not represent the school population
Explanation	The student's stance is clear. The argument presented is mathematically sound. The sequence of the argument is easily followed. The appropriate mathematical jargon is used throughout the discussion.	The student's stance is clear. The argument presented is mathematically sound. The sequence of the argument is easily followed.	The student's stance is clear. The argument presented is not mathematically sound. The sequence of the argument is not easily followed.	The student's stance is not clear, and the sequence of the argument cannot be followed.
Identifying Biases in Sampling Techniques	The sample is recognized as biased (supported by evidence from the graph) and an explanation of how to determine a fair sample given.	The sample is recognized as biased (supported by evidence from the graph) and use of a fair sample is suggested.	The sample is recognized as biased but is not supported by evidence from the graph. No suggestions for how to determine a fair sample is given.	The sample is recognized as representative of the population.
Use of Graphs and Charts	A graph/chart is used to support the explanation. The type of graph is appropriate for the intended purpose. Reference is made to the graph/chart in the explanation.	A graph/chart is used to support the explanation. The type of graph is appropriate for the intended purpose. No reference is made to the graph/chart in the explanation.	A graph/chart is used to support the explanation. The type of graph is not appropriate for the intended purpose.	No graph/chart is used to support the explanation

Appendix 2: Rubric for Itinerary

Criteria	Excellent 8 points	Proficient 6 points	Basic 4 points	Needs improvement 2 points
Knowledge of local destinations	The local destinations identified represent a summary of Jamaica's history and culture. The descriptions given outline the significance of the destination in Jamaican history. The reasons for choosing each reflects an understanding of the main aspects of the influences of Jamaican culture. Comparisons are made with those of Haitian origin.	The local destinations identified represent a summary of Jamaica's history and culture. The descriptions given outline the significance of the destination in Jamaican history. The reasons for choosing each reflects an understanding of the some of the influences of Jamaican culture. Comparisons are made with those of Haitian origin.	The local destinations identified represent a summary of some of Jamaica's history. The descriptions given outline the significance of the destination in Jamaican history. The reason given for choosing the destination is based on personal preference. No comparisons are made with those of Haitian origin.	The local destinations identified represent popular Jamaican attractions (mostly of the same kind e.g. beaches). The description is of the physical features of the destination. The reason given for choosing the destination is based on personal preference. No comparisons are made with those of Haitian origin.
Knowledge of local food	The meals are traditional Jamaican fare. The influences of the various ethnic groups are represented. Reference is made to the authentic form of the food in its host culture. All ingredients are listed. Comparisons are made with those of Haitian origin.	The meals are traditional Jamaican fare. The influences of the various ethnic groups are represented. All ingredients are listed. Comparisons are made with those of Haitian origin.	The meals include a mixture of traditional and quasi-traditional Jamaican fare (for example oxtail). The influences of some of the various ethnic groups are represented. All ingredients are listed. No comparisons are made with those of Haitian origin.	The meals are quasi-traditional Jamaican fare (for example oxtail). The influences of the various ethnic groups are not evident. All ingredients may be listed. No comparisons are made with those of Haitian origin.
Original meal	The meal is original. The ingredients reflect consideration of the various ethnic groups and their influence. The description of the dish highlights the	The meal is original OR a modification of an existing dish (more than 60%). The ingredients reflect consideration of the various	The meal is a modification of an existing dish (less than 60%). The ingredients reflect consideration of some of the various ethnic groups and	The meal is a replica of an existing dish. The description of the dish is a list of its ingredients and their origins.

Criteria	Excellent 8 points	Proficient 6 points	Basic 4 points	Needs improvement 2 points
	connections between its ingredients/cooking methodology with those of ethnic groups.	ethnic groups and their influence. The description of the dish is a list of its ingredients and their origins.	their influence. The description of the dish is a list of its ingredients and their origins.	
Knowledge of local music	The playlist represents various genre and time periods of Jamaican music. The evolution of music is evident. The discographic information is given. Comparisons are made with those of Haitian origin within the corresponding time periods and genres.	The playlist represents various genre and time periods of Jamaican music. The evolution of music is evident. The discographic information is given. Comparisons are made with those of Haitian origin.	The playlist represents one genre and time period of Jamaican music. The evolution of music is not evident. The discographic information is given. Comparisons are made with those of Haitian origin.	The playlist represents one genre and time period of Jamaican music. The evolution of music is not evident. The discographic information might be given. No comparisons are made with those of Haitian origin.
Knowledge of local dance	The dance moves align to the genres and time periods represented in the playlist. Comparisons are made with those of Haitian origin within the corresponding time periods and genres.	The dance moves align to the genres and time periods represented in the playlist. Comparisons are made with those of Haitian origin.	Some of the dance moves align to the genre and time period represented in the playlist. Comparisons are made with those of Haitian origin.	None of the dance moves align to the genre and time period represented in the playlist. No comparisons are made with those of Haitian origin.

Appendix 3: Rubric for Fair Test

Criteria	Exemplary	Mastery	Developing	Incomplete
Research Question/Aim		The research question is measurable.	The research question is not measurable.	No research question is given
Hypothesis		The variables stated in the hypothesis directly relate to the research question. The <i>statement</i> is measurable.	The variables stated in the hypothesis directly relate to the research question. Though measurable, it is written as a question.	No hypothesis is given.
Variables	At least two variables are identified. The independent and dependent variables are clearly identified	At least two variables are identified	Only one variable is identified.	No variables are identified.
Procedure	The procedure describes how each variable will be treated during the experiment. In each iteration, one variable is manipulated while all others are held constant. An explanation is given to justify why the variables are manipulated as they were to achieve the intended purpose.	The procedure describes how each variable will be treated during the experiment. In each iteration, one variable is manipulated while all others are held constant.	The procedure describes how variables will be treated during the experiment. However, in each iteration, not all variables are controlled.	The procedure does not describe how all variables will be controlled.
Conclusion	The conclusion drawn is based on the results of the experiment. A comparison to the hypothesis is made. Where they differ, possible reasons are given.	The conclusion drawn is based on the results of the experiment.	A conclusion not supported by the results from the experiment is given.	No conclusion is drawn.

Appendix 4: Rubric for Composition Task 1

Criteria	Excellent 3	Satisfactory 2	Approaching 1	Below 0
Organization	The sequence of events moves reader through the text without confusion.	The sequence of events moves reader through the text without too much confusion.	The sequence of events makes it difficult for the reader to follow.	The sequence of events makes it impossible for the reader to follow.
Word Choice	Vocabulary is striking, powerful and engaging. The use of figurative language makes mental imagery vivid, easy and automatic.	Vocabulary is strong. The use of figurative language makes mental imagery easy.	Attempts at colourful word choice are evident but may sometimes go too far and interfere with the reader's ability to follow.	Words create no mental imagery. Words are incorrectly used. Misuse of parts of speech are evident throughout the piece.
Use of the Prompt	The connection between the story and the frames is vivid. The story flows naturally from the prompt. The transition between frames is logical.	The connection between the story and the frames is evident. The story flows from the prompt. The transition from frame to frame is mostly logical.	The connection between the story and the frames is weak. The story is being forced from the prompt. The transition from frame to frame is not always logical.	No connection can be established between the story and the prompt.
Story Elements	All elements of a story are evident. Each element is well developed and maintain reader engagement.	All elements of a story are evident. Some elements may need more details to increase reader engagement.	All story elements are evident but are not well developed to engage the reader.	Some story elements are evident. Those evident are not well developed to engage the reader.
Conventions	Standard writing conventions are effectively used to enhance readability. Punctuation and spelling are correct. Grammar is correct and contributes to clarity and style.	Standard writing conventions are reasonably controlled. Punctuation and spelling are mostly correct. Few grammatical errors that do not interfere with the clarity of the piece.	Errors in the standard writing conventions are scattered throughout the piece. There are a few punctuation and spelling errors. Grammatical errors interfere with the clarity of the piece.	Errors in the standard writing conventions are the norm throughout the piece. There are a many punctuation and spelling errors. Grammatical errors make the piece impossible to read.