

The Paralympic Games: Making a Difference!



A Brochure that Makes a Difference!

**Final Task Booklet:
Draft Copy**



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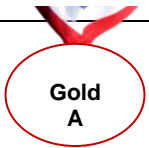
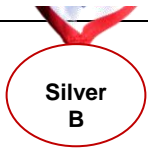
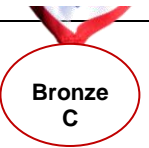
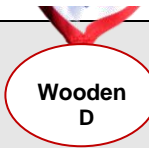
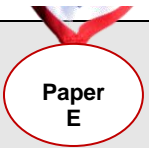
Name: _____

Group: _____

Partner's name: _____

Name of student: _____ Group: _____

Draft Copy: C2 and C3 Final Brochure Rubrics

Evaluation criteria ↓		 Gold A	 Silver B	 Bronze C	 Wooden D	 Paper E
C2	Use of knowledge from texts appropriate to the task	<input type="checkbox"/> My brochure shows many clear links* to the texts and the information used is entirely relevant and highly adapted**	<input type="checkbox"/> My brochure shows many clear links* to the texts and the information used is mostly relevant and adapted**	<input type="checkbox"/> My brochure shows some clear links* to the texts and the information used is partially relevant and adapted**	<input type="checkbox"/> My brochure shows few clear links* to the texts and little of the information used is relevant nor adapted**	<input type="checkbox"/> My brochure shows very few clear links* to the texts and little of the information is relevant
		<input type="checkbox"/> My brochure includes all the required elements*** and some additional information	<input type="checkbox"/> My brochure includes all the required elements***	<input type="checkbox"/> My brochure includes most of the required elements***	<input type="checkbox"/> My brochure includes few of the required elements***	<input type="checkbox"/> My brochure includes very few of the required elements***

* **Links to the texts:** information taken from texts used throughout the LES

** **Adapted:** the selected information is organized and combined in a personal way and may contain copied sentences

*** **Required elements:** from the *Brochure Planner*, SB, p. 35

C3	Formulation of the text • Organisation of required text components ****	<input type="checkbox"/> All parts of my brochure are well-organized and promote the Paralympic athlete very effectively	<input type="checkbox"/> Most parts of my brochure are well-organized and promote the Paralympic athlete effectively	<input type="checkbox"/> Some parts of my brochure are well-organized and promote the Paralympic athlete satisfactorily	<input type="checkbox"/> Few parts of my brochure are well-organized and do little to promote the Paralympic athlete	<input type="checkbox"/> My brochure is not well-organized and does not promote the Paralympic athlete
	Formulation of the text • Accuracy of the language	<input type="checkbox"/> All parts of my brochure are easily understood upon first reading	<input type="checkbox"/> Most parts of my brochure are easily understood upon first reading	<input type="checkbox"/> Some parts of my brochure are understood upon first reading	<input type="checkbox"/> Few parts of my brochure are understood upon first reading and require rereading	<input type="checkbox"/> Very little of my brochure is understood even after rereading

**** **Organization of required text components:** clear pictures expressing each panel's message, captions describing pictures, constant font type, brochure producer's name.

Teacher's comments on my draft copy:

Recognizing

_____’s

Qualities and Achievements

- Some of his/her great qualities are...
- He/She is a role model because...
- As an elite athlete, he/she won...
- His/Her achievements also include: ...

***Use Athlete’s Response Booklet**

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Support

_____!

- Send your comments and this brochure to inform the Canadian Minister of State for Sport why

_____ should get more recognition.

The Honourable _____
Canadian Minister of State for Sport
Government of Canada
Room 207 Confederation
House of Commons
Ottawa, Ontario, K1A 0A6

or

_____@parl.gc.ca

- Show this brochure to...

Produced by:

© 20_____

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Draft Copy

Making a Difference for

***Use Athlete’s Response Booklet**

1

Story

- 

*** Use Athlete's Response Booklet**

2

About the Paralympic Games

- ▶ ...

*** Use SB, Task 1(a) and Task 1(b)**

3

Information

-

*** Use SB, Task 3(b)**

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