

Assessing daily life profile

Rubric

Thorough evidence				
Excellent	Very good	Competent	Basic	Not yet able
Offers significant relevant evidence including evidence that is not obvious. Considers evidence for all three options.	Offers some relevant evidence including some evidence that is not obvious. Considers evidence for all three options.	Offers mainly relevant evidence and very little evidence that is not obvious. Considers evidence for all three options, but some evidence is missing.	Offers very little evidence and most evidence is obvious.	

Evidence:

Plausible conclusions				
Excellent	Very good	Competent	Basic	Not yet able
Offers a very believable, strongly supported conclusion about the extent to which the right is respected.	Offers a believable, well supported conclusion about the extent to which the right is respected.	Offers a believable conclusion with some support, about the extent to which the right is respected.	Offers a somewhat believable, slightly supported conclusion about the extent to which the right is respected.	

Evidence:

Examine human rights

Recognize the various human rights that are at issue in a given event and decide whether the rights are being respected.

Purpose

This strategy helps me understand the lives of others and examine the extent to which their human rights are respected.

Preparation

- Before you begin, be sure you understand and can give an example of young people’s basic rights.

Getting started

- Read the text. If the text is long, read it in smaller chunks.
- Look for details in the text that refer to one or more human rights. Use the following four categories of rights or a more detailed list of specific human rights:
 - rights related to basic survival;
 - rights related to personal development;
 - rights related to physical and emotional protection;
 - rights related to social/legal participation in society.
- Identify the rights that are evident in the text. Think about what it would look like if these rights were respected and if they were not respected. Ask yourself if there is any reason to belief any of these rights might not be adequately respected (for example, crossing border—freedom of movement; going to hospital—right to health care).
- Provide evidence about the extent to which the right is respected. Look for evidence that the right may be respected, may not be respected, or whether it is not possible to tell. Record the details either as a direct quotation or by paraphrasing them. Remember to reference the page number.
- Based on the evidence, decide how well the right is respected in this particular situation. The options are: (1) seems to be respected, (2) possibly not respected, (3) can’t tell either way.

Review your thinking

- Re-read your recorded evidence and make sure it is thorough. Have you included evidence that is not obvious as well as obvious evidence? Did you find evidence that the right is and is not respected?
- Re-read your conclusion. Does it make sense based on the evidence? Summarize the reasons for your conclusion.

Rights of the child

Rights of the child	
Right to basic survival	Food and shelter; Medical services
Right to personal development	Education; Develop physically and spiritually; Family (care); Taught peace, etc.
Right to physical and emotional protection	Protection from cruel acts and exploitation; first to get help
Right to social/legal participation in society	Name and country

Title of story:

How well respected?
1) seems to be respected; 2) possibly not respected;
3) can't tell either way

"Some of the boys and girls [at school] aren't very nice to me [Kesi] any more. ... They call me nasty names and say if anybody touches me they'll die.... They say I've got witch's blood in me and that soon I'll shrivel up and turn into a toad. They say mama filled me up with poison because she didn't like me. She [the teacher] makes me sit in the corner." (p. 19).

Examining human rights

Lydia

Torn Pages

How well respected?
1) seems to be respected; 2) possibly not respected;
3) can't tell either way

- the grandmother says the children cannot go to school (p. 14)
- Lydia wanted to go to school but is not able to go (p. 24)
- money is needed for school (p. 14)
- Kesi is teased; the teacher does not seem to protect her (p. 19)

1	2	3
Reasons/evidence: <i>The children do not have access to school because of money and responsibilities. Conditions for Kesi might make learning hard.</i>		

Plausible conclusion: the conclusion is strongly supported by the evidence.