

Name: _____

Score: _____

Teacher Name: _____

Visual Technology Product School-wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Technology Design and Organization <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> chooses the most appropriate platforms and tools for meeting the desired objectives of their creation/communication. <i>Skillfully</i> creates original works or responsibly repurposes or remixes digital resources into new creations <i>Skillfully</i> communicates complex ideas clearly and effectively to intended audiences by creating or using a variety of digital objects such as visualizations, models, or simulations <i>Skillfully</i> incorporates effective use of design features (background, font formats, etc.) to enhance readability and content	Chooses appropriate platforms/tools (e.g. slide deck, blog, podcast, social media, audio/visual software, graphic design software, etc.) for meeting the desired objectives of the creation/communication and to. <i>ISTE 6a</i> Creates original works or responsibly repurposes or remixes digital resources into new creations. <i>ISTE 6b</i> Communicates complex ideas clearly and effectively to intended audiences by creating or using a variety of digital objects such as visualizations, models, or simulations. <i>ISTE 6c, 6d; VOG-Comm</i> Incorporates effective use of design features (background, font formats, etc.) to enhance readability and content. <i>VAD 1-2a; VOG-Comm</i>	Attempts to choose appropriate platforms/tools for meeting the desired objectives of their creation/communication, but these platforms/tools cause confusion in understanding the flow of information or content. Digital creations lack originality or does not responsibly repurpose or remix digital resources into new creations Attempts to communicate complex ideas clearly and effectively by creating or using a variety of digital objects, but these devices cause confusion for intended audiences in understanding the flow of information or content Attempts to use design features, but one feature detracts from readability or content.	No attempt to chooses the appropriate platforms and tools for meeting the desired objectives of their creation/communication. No attempt to create digital creations. Exhibits lack of planning and organization resulting in a confusing overall presentation. Does not make effective use of design features
Content <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> fulfills all discipline-specific and task requirements. <i>Skillfully</i> supports controlling idea/topic by selecting <i>the most</i> significant and relevant evidence appropriate to the audience's knowledge of the topic. Develops an explanation and/or analysis of complex ideas and concepts <i>creating a unified whole</i> by using <i>the most</i> accurate, significant, and relevant information to make <i>complex</i> connections and distinctions in order to convey understanding. Appropriately cites all required information (if applicable).	Fulfills all discipline-specific and task requirements Effectively supports controlling idea/topic by selecting significant, relevant, and sufficient evidence (e.g. facts, extended definitions, concrete details, strong and thorough textual evidence, and prior knowledge) appropriate to the audience's knowledge of the topic. <i>W.9-10.2b,8,9; RI 9-10.1; RL.9-10.1-3, & 10; VOG-Critical</i> Effectively develops an explanation and/or analysis of complex ideas and concepts using accurate, significant, and relevant information to make connections and distinctions (i.e., prior knowledge, other texts, the broader world of ideas, etc.) in order to convey understanding. <i>W.9-10.2a & b; RI & RL.9-10.2-4; VOG-Comm; VOG-Critical</i> Appropriately cites almost all required information (if applicable). <i>W-10-6.5</i>	Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete. Attempts to support controlling idea/topic, but some evidence lacks significance, relevance, or sufficiency. Attempts to develop an explanation and/or analysis of ideas, but explanation, information, connections, distinctions or analysis are inaccurate, insufficient or incomplete. Attempts to cite information but citations are missing for a majority of the information or are incorrectly cited (if applicable).	Does not fulfill several discipline-specific and task requirements. Controlling idea/topic is not supported with evidence. Does not cite evidence. Provides inaccurate information. Most of the explanation lacks logic, or there is little or no attempt to explain. No attempt to cite information (if applicable).
Demonstrates Command of Written Language Conventions	Demonstrates <i>consistent</i> control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling and varied sentence construction. L.9-12.1, 2 Occasional errors do not interfere with meaning (for on-demand writing).	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Errors inhibit meaning.

NOTES: a) Students cannot achieve an overall meet standard score (3 or 4) on the task if they have received a below standard score (1) on any individual indicator.**b) An asterisk (*) indicates essential indicators when determining preponderance of the evidence.**