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**<br><br>*Must meet standard on this expectation to meet the overall standard* | Skillfully chooses the most appropriate platforms and tools for meeting the desired objectives of their creation/communication. | 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. ***ISTE 6a*** | 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. | No attempt to chooses the appropriate platforms and tools for meeting the desired objectives of their creation/communication. |
| | Skillfully creates original works or responsibly repurposes or remixes digital resources into new creations | Creates original works or responsibly repurposes or remixes digital resources into new creations. ***ISTE 6b*** | Digital creations lack originality or does not responsibly repurpose or remix digital resources into new creations | No attempt to create digital creations. |
| | Skillfully communicates complex ideas clearly and effectively to intended audiences by creating or using a variety of digital objects such as visualizations, models, or simulations | Communicates complex ideas clearly and effectively to intended audiences by creating or using a variety of digital objects such as visualizations, models, or simulations. ***ISTE 6c, 6d*** | 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 | Exhibits lack of planning and organization resulting in a confusing overall presentation. |
| | Skillfully incorporates effective use of design features (background, font formats, etc.) to enhance readability and content | Incorporates effective use of design features (background, font formats, etc.) to enhance readability and content. *VAD 1-2a* | Attempts to use design features, but one feature detracts from readability or content. | Does not make effective use of design features |
| **Content**<br><br>*Must meet standard on this expectation to meet the overall standard* | Skillfully fulfills all discipline-specific and task requirements. | Fulfills all discipline-specific and task requirements | Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete. | Does not fulfill several discipline-specific and task requirements. |
| | *Skillfully* supports controlling idea/topic by selecting *the most* significant and relevant evidence appropriate to the audience's knowledge of the topic. | 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. *W.9-10.2b,8,9; RI9-10.1; RL.9-10.1-3, & 10* | Attempts to support controlling idea/topic, but some evidence lacks significance, relevance, or sufficiency. | Controlling idea/topic is not supported with evidence.<br><br>Does not cite evidence. |
| | Develops an explanation and/or analysis of complex ideas and concepts *creating a unified whole* by using *the most* accurate, significant, and relevant information to make *complex* connections and distinctions in order to convey understanding. | 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. *W.9-10.2a & b; RI & RL.9-10.2-4* | Attempts to develop an explanation and/or analysis of ideas, but explanation, information, connections, distinctions or analysis are inaccurate, insufficient or incomplete. | Provides inaccurate information.<br><br>Most of the explanation lacks logic, or there little or no attempt to explain. |
| | Appropriately cites all required information (if applicable). | Appropriately cites almost all required information (if applicable). *W-10-6.5* | Attempts to cite information but citations are missing for a majority of the information or are incorrectly cited (if applicable). | No attempt to cite information (if applicable). |
| **Demonstrates Command of Written Language Conventions** | Demonstrates *consistent* 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* | Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. | Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. |
| | | Occasional errors do not interfere with meaning (for on-demand writing). | Errors interfere with meaning. | 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.**