

Alex A

Visual Literacy Rubric

	Moving Towards Grade Level Expectation	Approaching The Grade Level Expectation	Meeting Grade Level Expectation	Exceeding Grade Level Expectation
Visual Literacy Students communicate ideas and information effectively to multiple audiences using a variety of media and formats.	Uses low-quality visual media	Selected and used some high quality visual media	Selected and used relevant, purposeful high quality visual media	
	Applied little attention to the development and editing of a visual design and /or sequence	Applied moderate attention to the development and editing of a visual design and/or sequence	Developed and edited an effective and creative visual design and/or sequence	
	Presented visual media that lessened the quality and impact of the project	Presented visual media that moderately influenced the overall quality and impact of the project	Presented visual media that positively influenced the overall quality and impact of the project	

ME

Reading Rubric

	Moving Towards Grade Level Expectation	Approaching The Grade Level Expectation	Meeting Grade Level Expectation	Exceeding Grade Level Expectation
READING: 2.5 Demonstrates comprehension of literary and informational text	Struggles to understand content, point of view, word choice, plot, character development	Understands some aspects of the author's craft.	Understands author's craft: content, point of view, word choice, plot, character development.	Comprehension exceeds grade level expectation. Examples include: Analyses texts more deeply or with greater maturity or sophistication
	Has difficulty inferring and tends to interpret literally	Sometimes sees the causes, motivation, sequences and results of events	Infers for deeper meaning	
	Struggles to connect with the text	Infers inconsistently	Analyzes the causes, motivation, sequence and results of events	
	Produces overly short responses which lack information	Responds without reference to the text	Makes well-supported connections with the text	
	Uses insufficient evidence to support response.	Connects on a superficial level with the text	Generates creative responses to synthesize information	
	Generates responses to synthesize information	Sometimes supports responses using information from the text	Supports response using information from the text	

ME

EHIC Peer Assessment

Person's Video: _____

Assessor: _____

Date: _____

Visual Literacy	Yes/No	Feedback
Created picture on picture		
Everything Has Its Cost title		
Appropriate audio volume		
Effective images - not pixilated		
Effective music in the background		
Citations at the end		
Effective camera angles for picture on picture		
Pictures that relate to the theme/topic		
Effective transitions		
Effective lighting		
Overall the video was effective in communicating thinking (didn't speak too quickly/quiet voice/distracting/ messing up script/ fluent speaking)		

Reading	Yes/No	Feedback
Introduction in the beginning		
Clear summaries on all three elements		
Summaries demonstrate understanding of what was read		
Two books related to the real life event		
Tied all the three elements together with benefits and consequences at the end		

EHIC Peer Assessment

Person's Video: Alex Achcar
 Assessor: Sophia Owen
 Date: March 18, 2015

Visual Literacy	Yes/No	Feedback
Created picture on picture	Yes	
Everything Has Its Cost title	No	needs the title
Appropriate audio volume	Yes	The music could be a little louder
Effective images - not pixilated	Yes	Some images are pixilated, most aren't
Effective music in the background	Yes	At times it is a little too quiet.
Citations at the end	No	Needs citations
Effective camera angles for picture on picture	Yes	
Pictures that relate to the theme/topic	Yes	
Effective transitions	Yes	Some are a bit slow
Effective lighting	Yes	
Overall the video was effective in communicating thinking (didn't speak too quickly/quiet voice/distracting/ messing up script/ fluent speaking)	Yes	

Reading	Yes/No	Feedback
Introduction in the beginning	No	no introduction
Clear summaries on all three elements	Yes	
Summaries demonstrate understanding of what was read	Yes	
Two books related to the real life event	Yes	
Tied all the three elements together with benefits and consequences at the end	Yes	

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Reading Rubric

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READING: 2.5 Demonstrates comprehension of literary and informational text	<p>Struggles to understand content, point of view, word choice, plot, character development</p> <p>Has difficulty inferring and tends to interpret literally</p> <p>Struggles to connect with the text</p> <p>Produces overly short responses which lack information</p> <p>Uses insufficient evidence to support response.</p>	<p>Understands some aspects of the author's craft.</p> <p>Sometimes sees the causes, motivation, sequences and results of events</p> <p>Infers inconsistently</p> <p>Responds without reference to the text</p> <p>Connects on a superficial level with the text</p> <p>Generates responses to synthesize information</p> <p>Sometimes supports responses using information from the text</p>	<p>Understands author's craft: content, point of view, word choice, plot, character development.</p> <p>Infers for deeper meaning</p> <p>Analyzes the causes, motivation, sequence and results of events</p> <p>Makes well-supported connections with the text</p> <p>Generates creative responses to synthesize information</p> <p>Supports response using information from the text</p>	<p>Comprehension exceeds grade level expectation.</p> <p>Examples include: Analyses texts more deeply or with greater maturity or sophistication</p>

EHIC Peer Assessment

Person's Video: Alex Achcar
 Assessor: Ellis Holcombe
 Date: 13/19/15

Visual Literacy	Yes/No	Feedback
Created picture on picture	Yes	
Everything Has Its Cost title	No	
Appropriate audio volume	Yes	
Effective images - not pixilated	Yes	
Effective music in the background	No	Good at beginning but gets quiet
Citations at the end	No	
Effective camera angles for picture on picture	Yes	
Pictures that relate to the theme/topic	Yes	
Effective transitions	Yes	Only picture camera bit slow
Effective lighting	Yes	
Overall the video was effective in communicating thinking (didn't speak too quickly/quiet voice/distracting/ messing up script/ fluent speaking)	Yes	did mess up once or twice

Reading	Yes/No	Feedback
Introduction in the beginning	Yes	
Clear summaries on all three elements	Yes	
Summaries demonstrate understanding of what was read	Yes	
Two books related to the real life event	Yes	
Tied all the three elements together with benefits and consequences at the end	Yes	

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