

Natalie

Visual Literacy Rubric

Visual Literacy Students communicate ideas and information effectively to multiple audiences using a variety of media and formats.	Moving Towards Grade Level Expectation	Approaching The Grade Level Expectation	Meeting Grade Level Expectation	Exceeding Grade Level Expectation
	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. Sometimes sees the causes, motivation, sequences and results of events	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	Infers inconsistently Responds without reference to the text	Infers for deeper meaning ✓ Analyzes the causes, motivation, sequence and results of events	
	Struggles to connect with the text	Connects on a superficial level with the text	Makes well-supported connections with the text ✓	
	Produces overly short responses which lack information	Generates responses to synthesize information	Generates creative responses to synthesize information ✓	
	Uses insufficient evidence to support response.	Sometimes supports responses using information from the text	Supports response using information from the text ✓	

ME

Ms. Bevear
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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: NATIVE RHY
 Assessor: Antonio Cufanysa
 Date: 18/3/2015

Visual Literacy	Yes/No	Feedback
Created picture on picture	Yes	
Everything Has Its Cost title	Yes	
Appropriate audio volume	Yes	music was a bit loud
Effective images - not pixilated	Yes	
Effective music in the background	Yes	
Citations at the end	Yes	
Effective camera angles for picture on picture	Yes	
Pictures that relate to the theme/topic	Yes	
Effective transitions	Yes	
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	Sometimes changes in between the passages.

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	/	couldn't really see any benefits to accompany consequences

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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: c/Natalie: Euro,
 Assessor: Charlie Gorman
 Date: 19/03/2015

Visual Literacy	Yes/No	Feedback
Created picture on picture	Yes	Visible
Everything Has Its Cost title	Yes	Obviously
Appropriate audio volume	Yes	Audible
Effective images - not pixilated	Yes	Gruesome
Effective music in the background	Yes	Sad/Touching
Citations at the end	Yes	
Effective camera angles for picture on picture	Yes	Yes easily visible
Pictures that relate to the theme/topic	Yes	Very Good pictures
Effective transitions	Yes	Could be elaborated
Effective lighting	Yes	Easily visible
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	Yes	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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