

GOALS PRESENTATION

(23)

PRESENTER: Grace

DATE: 31-3-15

	DEVELOPING TOWARD	APPROACHING EXPECTATION	MEETING EXPECTATION	EXCEEDING EXPECTATION
Content	<ul style="list-style-type: none"> ▫ Lacks a central idea ▫ Does not address topic ▫ Lacks detail ▫ Confusing 	<ul style="list-style-type: none"> ▫ Emerging central idea ▫ Some connection to topic ▫ Some appropriate detail included ▫ Leaves some questions unanswered 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Main idea is clear <input checked="" type="checkbox"/> Directly addresses the topic <input checked="" type="checkbox"/> Relevant and appropriate details 	<p>Examples of content beyond grade level include:</p> <ul style="list-style-type: none"> ▫ Original ideas ▫ Maturity/sophistication beyond grade level ▫ Use of innovative detail
Volume	<ul style="list-style-type: none"> ▫ Volume too low ▫ Hard to hear 	<ul style="list-style-type: none"> ▫ Mostly audible ▫ Variation attempted 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Audible throughout <input checked="" type="checkbox"/> Appropriate variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Modulation/ Expression	<ul style="list-style-type: none"> ▫ Monotone 	<ul style="list-style-type: none"> ▫ Variation attempted 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Appropriate variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Pace	<ul style="list-style-type: none"> ▫ Too fast/slow 	<ul style="list-style-type: none"> ▫ Too fast/slow at times ▫ Variation attempted 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Appropriate variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Clarity	<ul style="list-style-type: none"> ▫ Hard to understand throughout 	<ul style="list-style-type: none"> ▫ Sometimes hard to understand 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Generally precise/ clear 	<ul style="list-style-type: none"> ▫ Precise/ clear throughout
Physical Presence	<ul style="list-style-type: none"> ▫ Little or no attempts ▫ Distracting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Variation attempted 	<ul style="list-style-type: none"> ▫ Appropriate variation of gesture/stance 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Audience Engagement	<ul style="list-style-type: none"> ▫ Little/ no eye contact ▫ Little/no audience engagement 	<ul style="list-style-type: none"> ▫ Some eye contact ▫ Attempts to engage audience 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Scans widely <input checked="" type="checkbox"/> Engages audience 	<ul style="list-style-type: none"> ▫ Engages audience creatively

ME

Visual Literacy Rubric

Grace

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

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 te	<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>

ME

Ms. Bevear
比維亞



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: Grace Yang
 Assessor: Wils Acker
 Date: March 19, 2015

Visual Literacy	Yes/No	Feedback
Created picture on picture	Yes	
Everything Has Its Cost title	No	
Appropriate audio volume	Yes	
Effective images - not pixilated	No	pretty good, could be better
Effective music in the background	No	
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/No	Could talk slower

Reading	Yes/No	Feedback
Introduction in the beginning	No	
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	

Visual Literacy Rubric

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EHIC Peer Assessment

Person's Video: Grace Yang
 Assessor: Heather Wong
 Date: 11-3-2015

Visual Literacy	Yes/No	Feedback
Created picture on picture	Yes	
Everything Has Its Cost title	Yes	
Appropriate audio volume	Yes	Bit quiet
Effective images - not pixilated	Middle	some blurry photos, but good enough
Effective music in the background	Yes	Not very loud
Citations at the end	Yes	
Effective camera angles for picture on picture	Yes	Picture of person is quite big
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	

Reading	Yes/No	Feedback
Introduction in the beginning	Yes	
Clear summaries on all three elements	Middle	Almost there 😊
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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