Task

{{p task}}

##### Section 1: Knowledge Comprehension, and Application

This section of the rubric consists of the required elements of the assignment. Students should take special care to include ALL these elements as they are often extended in the following sections

##### Section 2: Analysis, Synthesis, and Evaluation.

This section will evaluate your ability to include critical thinking and justification elements into your work. Often the requirements for extension are not explicitly given, so it will be up to the you to decide how best to demonstrate what you have learned beyond the required unit goals and curriculum. Items such as 3D models, pictures, drawings, diagrammatic responses, notes, evidence of problem solving, advanced programming concepts, elegant responses, media, etc., are all available options.

##### Section 3: Submission Guidelines

For this section, students will be expected to provide a submission which fulfills all of the formatting and citation requirements listed in this assessment sheet but also that the submission is of a professional quality. Be aware, points in this section could be 2- or 4-point items. Treat them accordingly.

## Submission

All submission items should be stored in an appropriate format. For example, code must be stored in a programmatical format so it can be evaluated (**images of code, or code simply copied and pasted into a document, will not be marked**)

Evidence of working material must be recorded where appropriate. For example, if you are showing how your game meets some requirement, you must submit a recording. Similarly, if you are showing how your robot meets a requirement, you must record it.

If you are unsure if an element needs to be recorded, **ask the teacher.**

All materials must be submitted to google classrooms.

Students are responsible for keeping backups/master-copies.

## SCORING NOTES

Formatting for all typed/written assessments should be as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Google Doc | 11-12 Pt | 1.15-1.5 Line Spacing | 1 Space between paragraphs | Spelling and Grammar “Soft Limit” | In-Text Citations with footnotes | Title Page/Slide:   * Name * Date * Class * Aim * Assessment title |
| Slides | 10-12 pt. font text  14-24 pt. font titles | 1.0 1.15 Line Spacing | Bullet Points Preferred | Word Count per slide >100-110 “Soft Limit” | Approved Templates and Themes |
| Code |  |  |  |  |  |  |
| Markdown |  |  |  |  |  |  |

“Soft Limits” are not rigidly defined limits and will be assessed on a case-by-case basis. Ask for clarification for specific tasks

## Possible Scoring Groups are out of 2 or 4 Points.

2-Point Criteria - Knowledge and Understanding

Criteria assessed as 2-Points are classified as Knowledge and Understanding criteria. These will examine and evaluate a student’s ability to state facts and define terms and concepts effectively. Analysis and synthesis of the information will not be assessed through these criteria.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 Points | 1 Point | 2 Points |
| 2 Point Criteria | Not present or able to be assessed as the required criteria | Item is presented and **does meet** expectations for quality, rigour, or detail | Item is presented and **does** meet expectations for quality, rigour, or detail |

4-Point Criteria - Analysis and Synthesis and Expert Review

To show true mastery of your developing skills, students must show that they can go beyond simple repetition of the given tasks or an explanation of processes. Students will show their ability to show higher order thinking through analysis, evaluation, or the linking of multiple fields of learning to solve problems in novel ways.

Analysis and Synthesis

Analysis and Synthesis components evaluate a student’s ability to effectively review data and understandings and develop these into a coherent and relevant statement. Analysis refers to the generating of thoughts from interpreting the data, while synthesis refers to combining analysis of the data with other relevant information to develop an original and effective idea.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
| 4 Point Criteria | Not present or able to be assessed as the required criteria | Item is presented and explained. However, it does not show any evidence of higher order thinking such as analysis, evaluation, or synthesis. | Item is presented and **shows appropriate evidence of higher order thinking** such as analysis, evaluation, or synthesis. | Item is presented and **exceeds** **expectations** for **evidence of higher order thinking** such as analysis, evaluation, or synthesis.  -or-  Item is presented and **shows appropriate evidence of higher order thinking** such as analysis, evaluation, or synthesis and **exceeds expectations** for quality, rigour, or understanding of the selected mastery. | Item is presented and **exceeds** **expectations** for **evidence of higher order thinking** such as analysis, evaluation, or synthesis. Additionally, this item **exceeds expectations** for quality, rigour, or understanding of the selected mastery. |

Expert Review

Expert Reviews evaluate a student’s ability to build solutions using the skills that have been taught during the semester. Criteria assessed as 4-Points are classified as Analysis and Synthesis criteria. These will examine and evaluate a student’s ability to effectively review data and understandings and develop these into a coherent and relevant statement. Analysis refers to the generating of thoughts from interpreting the data, while synthesis refers to combining analysis of the data with other relevant information to develop an original and effective idea.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
| 4 Point Criteria | Not present or able to be assessed as the required criteria | Item is **presented** and broadly **solves the problem**. However, upon review, it **does not** show any evidence of appropriate mastery. | Item is **presented** and broadly **solves the problem**. On review, it **does** show any evidence of appropriate mastery. | Item is presented and solves the specific problem. On review, the evidence shows understanding beyond expected mastery.  -or-  Item is **presented** and broadly **solves the problem**. On review, it **does** show any evidence of appropriate mastery and is done so in a **well-constructed** or design method that **clearly shows higher levels of understanding**. | Item is presented and solves the specific problem. On review, the evidence shows understanding well beyond expected mastery and is done so in a well-constructed or design method that clearly shows higher levels of understanding.. |

Multiplier

Criteria will be combined with a **Multiplier**. While each criterion will be scored on the 0-1-2-4 scale, the multiplier will attach relevant worth to each criterion. Be aware of these multipliers and dedicate appropriate time to ensure you achieve your best result.

Achievement Standards:

{{achievement\_standard}}

Evidence of higher order learning:

What is it that I mean by “higher order thinking”?

It means I want you to go beyond just replicating what we do in class. I want you to dig into your brain and understand why you did something, what about it was great, what could be improved.

Why is this important? Reflective thinkers are able to go beyond what they are taught and can customise their learning to ben



{{p rubric}}

## VET Competencies

|  |  |  |  |
| --- | --- | --- | --- |
| Result | Vocational competencies assessed via this task | | Aspect of task addressing competency |
|  | BSBOHS201A | Participate in OHS processes | Proper use of equipment & evacuation drills |
|  | ICAICT202A | Work and communicate effectively in an IT environment | Researching, creating, printing & submitting of Research Report |
|  | ICAICT201A | Use Computer Operating System and Hardware | Participation in organised IT activity & researching & creating report |