## Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge, Comprehension & Application** |  |  |  |  |  |
| **CRITERIA** | **EXPECTATIONS** | **POSS** | **STUDENT** | **GIVEN** | **MULTI** | **TOTAL** |
| **Proposal Reviews**  (individual) | You have shown **evidence of reviewing three student project proposals**. This evidence makes clear that **your reviews are a serious attempt** to operate in the spirit of the assignment. You have likely selected three proposals that **will benefit your development**, and the reviews seem to be **articulated and thought out**.  Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission | 2  2  2 | \_\_/2  \_\_/2  \_\_/2 | \_\_/2  \_\_/2  \_\_/2 | A 2x  T 1x | \_\_/ 6 |
| **Self-reflection on own proposal**  (individual) | You have shown evidence of taking the completed reviews and applying this knowledge to your work.  It is clear that this evidence parallels and/or commonalities between the review and your work.  Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 2 | \_\_/2 | \_\_/2 | - | \_\_/ 2 |
| **Design (re)-submissions**  (individual) | You have submitted **evidence of improved submissions** to your proposal. These submissions **may be re-submissions or be entirely new**.  It appears that (re)-submissions are **suitable improvements on your work**, and you have provided evidence of **why/how you have selected these works** for submission **from your reflection and/or reviews**.  Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 2 | \_\_/2 | \_\_/2 | - | \_\_/ 2 |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUBTOTAL** | | **A \_\_ / 16 T \_\_/ 10** |
| **Evaluation of solutions that address problems or challenges** | Your evidence will be assessed for your ability to **evaluate different techniques**. Primarily this evaluation will be taken from your **peer reviews**.  Evaluation is a process that examines a body of work. This process determines and assesses the work's merit, worth, and significance. The primary purposes of evaluation are to **gain an insight into prior or existing knowledge**, **enable reflection**, and assist in **identifying future improvements**.  Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4 | \_\_/4 | \_\_/4 | - | \_\_ / 4 |
| **Analysis of given data and information to improve solutions or complex problems** | Your evidence will be assessed for your ability to **analyse your peer reviews and draw conclusions on what could improve your proposals**. Primarily this analysis will be taken from your **self-reflection**.  In this context, analytical reflection is an exercise of **articulating your thoughts with honesty** and **from an observant perspective**.  You will be **required to write critically**. Critical writing requires you to view a topic **from various angles, evaluate evidence, present a clear conclusion, and reflect on the limitations of your argument**. They often answer questions like "what?", "how?", "why?", and "so what?"  Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4 | \_\_/4 | \_\_/4 | A 1x  T 2x | \_\_ / 4  \_\_ / 8 |
| **The application of analysis and evaluation to create improvements in work** | Your evidence will be assessed for examples of **applying your understanding and knowledge gained from reflection and peer reviews**, and your ability to draw on information creates opportunities to **improve your problem-solving and defining techniques**.  In this context, you are being **assessed o your ability to synthesise new learning** from different areas. You probably do synthesis subconsciously, but it means that you **draw upon one or more sources and infer relationships** among those sources in new and meaningful ways.    Primarily, you will be **assessed from your project (re)-submissions**, each of which will **highlight where this idea came from and why you think it improves your project**.  Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4 | \_\_/4 | \_\_/4 | - | \_\_ / 4 |
|  | **Submission Guidelines** |  | | **SUBTOTAL** | | **A \_\_/12**  **T \_\_/16** |
| **Suitability** | **Assessment submission is ordered** and has a definite pattern to its construction. **The reader is not confused about the content in any given section and can follow the submission flow** easily. | 4 | \_\_/4 | \_\_/4 | - | \_\_ / 4 |
| **Formatting** | **Students have** **followed the formatting instructions,** including any provided templates and guides **or have created a** legible formatting guide **and applied it constantly**. | 2 | \_\_/2 | \_\_/2 | - | \_\_ / 2 |
|  |  |  | | **SUBTOTAL** | | **\_\_ /6** |
|  | DAYS LATE \_\_\_/7 = \_\_\_% |  |  | **FINAL** | | **A \_\_/32 T \_\_/34** |