## Task 1: Evidence Guide

## Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge, Comprehension & Application** |  |  |  |  |  |
| **CRITERIA** | **EXPECTATIONS** | **POSS** | **STUDENT** | **GIVEN** | **MULTI** | **TOTAL** |
| **Knowledge Item**  (individual |group) | Task description  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 | A x2  T x1 | A \_\_/ XX T \_\_/ XX |
| **Knowledge Item**  (individual |group) | Task description  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 | - | \_\_/X |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUBTOTAL** | | **A \_ / 30**  **T \_ / 20** |
| **Mastery Activity** | **Statement | Evidence**: Description of what you are after.  Details  Justification  What you are assessing  Each of your questions will be marked against the following aspects of your ability to:   * express your understanding of technology concepts and principles * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | A x1  T x 2 | A \_\_/ 8  T \_\_/16 |
|  | **Submission Guidelines** |  | | **SUBTOTAL** | | **A \_\_/24**  **T \_\_/48** |
| **Submitability** | **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 | x2 | \_\_ / 8 |
| **Formatting** | **Students have** **followed the formatting instructions,** including any provided templates and guides **or have created their own** legible formatting guide **and applied it constantly**. | 2 | \_\_/2 | \_\_/2 | - | \_\_ / 2 |
|  |  |  | | **SUBTOTAL** | | **\_\_ /10** |
|  | DAYS LATE \_\_\_/7 = \_\_\_% |  |  | **FINAL** | | **A \_\_/XX T \_\_/XX** |

## Task 2: Innovation Showcase

## Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge, Comprehension & Application** |  |  |  |  |  |
| **CRITERIA** | **EXPECTATIONS** | **POSS** | **STUDENT** | **GIVEN** | **MULTI** | **TOTAL** |
| **Knowledge Item**  (individual |group) | Task description  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 | A x2  T x1 | A \_\_/ XX T \_\_/ XX |
| **Knowledge Item**  (individual |group) | Task description  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 | - | \_\_/X |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUBTOTAL** | | **A \_ / 30**  **T \_ / 20** |
| **Mastery Activity** | **Statement | Evidence**: Description of what you are after.  Details  Justification  What you are assessing  Each of your questions will be marked against the following aspects of your ability to:   * express your understanding of technology concepts and principles * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | A x1  T x 2 | A \_\_/ 8  T \_\_/16 |
|  | **Submission Guidelines** |  | | **SUBTOTAL** | | **A \_\_/24**  **T \_\_/48** |
| **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 | x2 | \_\_ / 8 |
| **Formatting** | **Students have** **followed the formatting instructions,** including any provided templates and guides **or have created their own** legible formatting guide **and applied it constantly**. | 2 | \_\_/2 | \_\_/2 | - | \_\_ / 2 |
|  |  |  | | **SUBTOTAL** | | **\_\_ /10** |
|  | DAYS LATE \_\_\_/7 = \_\_\_% |  |  | **FINAL** | | **A \_\_/XX T \_\_/XX** |