## Rubric

* Differentiate smaller, more focused projects with this larger scale project
* Develop a data driven project and specification
* Create a data driven project to a design specification
* Algorithmic/data-driven project
* Strategies to work both indepentently and collaboratively
* Time management

Skills based

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| **P** | **CRITERIA** | Task | Unit Goal | |
| **0** | **Not present** or **not able to be assessed** as the required criteria | Provide a justification for your estimate score in approximately 500 words  Link to evidence from your assessment that supports your justification | |
| **1** | The evidence that has been submitted demonstrates little evidence of knowledge beyond basic application. |
| **2** | The evidence that has been submitted demonstrates knowledge of application. However, the evidence does not communicate more than a minimal understanding of technology or concept. |
| **3** | Evidence is presented and explained. However, it **does not show appropriate evidence of higher-order thinking** such as analysis, evaluation, or synthesis. |
| **4** | Evidence is presented and **shows appropriate evidence of higher-order thinking** such as analysis, evaluation, or synthesis. |
| **5** | Evidence 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 or rigour** of understanding of the selected mastery. |
| **6** | Evidence is presented and **exceeds expectations for evidence of higher-order thinking** such as analysis, evaluation, or synthesis. **Additionally, this item exceeds expectations for quality or rigour** of understanding of the selected mastery. |
| Student Estimate | | | \_\_ / XX |
| Score Given | | | \_\_ / XX |

Knowledge and Theory

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| **P** | **CRITERIA** | Task | Unit Goal | |
| **0** | **Not present** or **not able to be assessed** as the required criteria | Provide a justification for your estimate score in approximately 500 words  Link to evidence from your assessment that supports your justification | |
| **1** | Item is presented but **does not meet expectations** for quality, rigour, or detail. |
| **2** | Item is presented and **does meet expectations** for quality, rigour, or detail |
| **3** | Evidence is presented and explained. However, it **does not show appropriate evidence of higher-order thinking** such as analysis, evaluation, or synthesis. |
| **4** | Evidence is presented and **shows appropriate evidence of higher-order thinking** such as analysis, evaluation, or synthesis. |
| **5** | Evidence 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 or rigour** of understanding of the selected mastery. |
| **6** | Evidence is presented and **exceeds expectations for evidence of higher-order thinking** such as analysis, evaluation, or synthesis. **Additionally, this item exceeds expectations for quality or rigour** of understanding of the selected mastery. |
| Student Estimate | | | \_\_ / XX |
| Score Given | | | \_\_ / XX |

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| **CRITERIA** | 1 | 2 | 3 | 4 | 5 | 6 | S | M |
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| **CRITERIA** | **1** | **2** | **3** | **4** | **5** | **6** | **GIVEN** | **MULTI** | **TOTAL** |
|  |  |  |  |  |  |  |  |  |  |

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|  | **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 | 2 | \_\_/2 | \_\_/2 | - | \_\_/X |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUB TOTAL** | | **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. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | A x1  T x 2 | A \_\_/ 8  T \_\_/16 |
|  | **Submission Guidelines** |  | | **SUB TOTAL** | | **A \_\_/24**  **T \_\_/48** |
| **Readability** | **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 |
|  |  |  | | **SUB TOTAL** | | **\_\_ /10** |
|  | DAYS LATE \_\_\_/7 = \_\_\_% |  |  | **FINAL** | | **A \_\_/XX T \_\_/XX** |