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| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge, Comprehension & Application** |  |  |  |  |  |
| **CRITERIA** | **EXPECTATIONS** | **POSS** | **STUDENT** | **GIVEN** | **MULTI** | **TOTAL** |
| **Foo**  (individual | Team) | You have submitted evidence of completing the required in class learning material. By default, […]  Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you can **recall**, or **list** **relevant terms** covered in your learning. It may **tell a story** to the reader (the teacher) without analysis or **state the conditions** of your learning. * **Comprehension**: Your evidence highlights that you can **identify key aspects** of your learning **or explains** to the author what you've done. * **Application**: It is clear from your evidence that you constructed **a complete submission** | 2 | \_\_/2 | \_\_/2 | A x2  T x1 | A \_\_/4 T \_\_/2 |
| **Bah**  (individual | Team) | You have submitted evidence of completing the required additional learning material. By default, […]  Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you can **recall**, or **list** **relevant terms** covered in your learning. It may **tell a story** to the reader (the teacher) without analysis or **state the conditions** of your learning. * **Comprehension**: Your evidence highlights that you can **identify key aspects** of your learning **or explains** to the author what you've done. * **Application**: It is clear from your evidence that you constructed **a complete submission** | 2 | \_\_/2 | \_\_/2 | - | \_\_/2 |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUB TOTAL** | | **A \_ / XX**  **T \_ / XX** |
| **Statement regarding higher learning**  (individual | Team) | Academic evaluation statement  Layman explanation  This aspect of the assessment evaluates your ability to **analyse your learning**, identify **how and when you synthesised new understanding** on your own, and your ability to **assess your work.** It is **intended** for this mark to be drawn out of the additional, **out of class learning**, however, the teacher may elect to highlight work from in class activities that meet the requirements of mastery and higher order thinking  Evidence for higher order learning may include:   * **Analysis**: Your evidence shows **a reasoned understanding of what you did and why you did it**. 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 a highlighting the major 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. | 4 | \_\_/4 | \_\_/4 | A x1  T x2 | A \_\_/XX  T \_\_/XX |
|  | **Submission Guidelines** |  | | **SUB TOTAL** | | **A \_\_/XX**  **T \_\_/XX** |
| **Readability** | **Assessment submission is ordered** and has a definite pattern to its construction. **The reader is not confused as to the content in any given section** and can follow the flow of the submission 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** |