

FIGURE 30.2 ASSESSING THE ASSESSMENT

	HIGHLY EVIDENT	MOSTLY EVIDENT	PARTIALLY EVIDENT	COMPLETELY ABSENT
Focusses on the important goals	6 The weighting of marks closely matches the important objectives of the assignment.	4 The weighting of marks generally matches with the important objectives of the assignment.	2 The weighting of marks is out of balance with important objectives of the assignment.	0 The weighting of marks misses or seriously under-represents all the important objectives of the assignment.
Provides valid indications of student ability	6 The assignment and the marking scheme directly measure student ability on all intended outcomes.	4 The assignment and the marking scheme measure in a fairly direct way student ability on important intended outcomes.	2 The assignment and the marking scheme are unlikely to measure student ability on some of the key intended outcomes.	0 The assignment and the marking scheme measure student ability in a superficial, contrived, or distorted manner.
Supports student learning	6 The device very clearly identifies the criteria and standards and provides very helpful feedback for improvement. Has significant potential to reinforce and encourage important student learning.	4 The device is generally clear about the criteria and standards and provides some helpful feedback for improvement. Has some potential to reinforce and encourage student learning in some major areas.	2 The device contains significant gaps or ambiguities in communicating the criteria and standards and offers little helpful feedback for improvement. Key aspects of the assessment fail to reinforce and encourage student learning.	0 The device is very vague or confused about the criteria and standards, and offers no helpful feedback for improvement. Offers nothing to support, and may discourage, significant learning.
Uses teacher time efficiently	3 The assessment and feedback method very efficiently uses teacher time in providing significant information to students.	2 The assessment and feedback method is somewhat efficient in its demands on teacher time relative to the rewards.	1 The assessment and feedback method is somewhat inefficient in its demands on teacher time.	0 The assessment and feedback method requires very extensive teacher time relative to what it communicates.

Outstanding (A+/A):	19–21
Very Good (A-/B+):	16–18
Good (B/B-):	12–15
Satisfactory (C+/C):	9–11
Poor (C-/D):	5–8

Total:	/21
Grade:	

		2	3	4
Inquiry – Have you been careful and thoughtful with how you use iMovie?	Use of Sound (music and sound effects)	<input type="checkbox"/> Sound does not suit mood <input type="checkbox"/> Volume of sound track often interferes with voice track	<input type="checkbox"/> Sound track helps create mood <input type="checkbox"/> Sound track volume is generally good.	<input type="checkbox"/> Sound track is interesting/creative/adds to message <input type="checkbox"/> Attention is given to perfect volume levels throughout whole movie.
	Use of Visual Effects (Ken Burns, Aged Look, etc)	<input type="checkbox"/> Overuse/repetitive use of Ken Burns/video effects <input type="checkbox"/> Transitions are not used or are distracting	<input type="checkbox"/> Use of Ken Burns/video effects is not distracting or repetitive <input type="checkbox"/> Transitions are often used and are not distracting	<input type="checkbox"/> Ken Burns is always used for a reason <input type="checkbox"/> Each image has effective transition
Communication – are you communicating your learning in a way that is clear and powerful?	Use of Images – <i>How effectively are you communicating your knowledge with images?</i>	<input type="checkbox"/> Some images used are weak/inappropriate to the topic <input type="checkbox"/> Photos are often off topic <input type="checkbox"/> Not enough images (black spots between images/long images/reusing images) <input type="checkbox"/> Mix of great and poor quality images	<input type="checkbox"/> Images used all fit the topic <input type="checkbox"/> A few photos do not line up with script <input type="checkbox"/> Enough photos used to fill script (no blank spots between images/no repetition of images) <input type="checkbox"/> Most images are great quality (no “pixels”	<input type="checkbox"/> Powerful/emotional photos used <input type="checkbox"/> All photos line up with voice track <input type="checkbox"/> Lots of photos used – student spend time gathering a great deal of images <input type="checkbox"/> All images are great quality (no “pixels”
	Use of Voice– <i>How carefully did you record your voice?</i>	<input type="checkbox"/> Voice track is often too loud or soft <input type="checkbox"/> Voice Track is often too fast/rushed <input type="checkbox"/> Many distracting noises in background <input type="checkbox"/> Muffled speaking/hard to hear	<input type="checkbox"/> Appropriate speaking volume <input type="checkbox"/> Appropriate speaking speed <input type="checkbox"/> Voice is understandable throughout <input type="checkbox"/> Few or no distracting noises in background	<input type="checkbox"/> Strong and Powerful voice track <input type="checkbox"/> Use of emotion/pauses to create emphasis <input type="checkbox"/> Speaking volume is handled carefully <input type="checkbox"/> Effort is put into to creating perfect voice track

What have you done in your Movie that is **interesting** or **creative** or **uses iMovie in a powerful way**?

Cigar Box Project – Evaluating the Panel

Name: _____

	2	3	4
Communication – <i>did the images you choose represent your topic? Did your podcast/ communicate your learning on the topic?</i>	<input type="checkbox"/> Podcast demonstrates that images used are weak/inappropriate to the topic <input type="checkbox"/> Podcast demonstrates vague or very little explanation of topic	<input type="checkbox"/> Podcast demonstrates that the images used are appropriate for the topic <input type="checkbox"/> Podcast contains general information and explanation of topic.	<input type="checkbox"/> Podcast explains how the images chosen are powerful and historically accurate <input type="checkbox"/> Podcast contains specific information on topic.
Knowledge – <i>Did you effectively use the principles of design? Did you use different technology skills to create your panel?</i>	<input type="checkbox"/> Podcast does not demonstrate understanding of design principles <input type="checkbox"/> Student used basic technology skills to create panel	<input type="checkbox"/> Podcast explains general understanding of design principles <input type="checkbox"/> Student effectively used technology skills to create panel	<input type="checkbox"/> Podcast explains effective use of design principles using specific examples from the panel. <input type="checkbox"/> Student powerfully used technology skills to create panel
Work Habits – <i>How much effort did you put in to find good quality images? How carefully did you assemble your panel?</i>	<input type="checkbox"/> Image quality is low <input type="checkbox"/> Editing of images is sloppy/rough	<input type="checkbox"/> Images chosen are generally good quality <input type="checkbox"/> Editing generally shows care and effort	<input type="checkbox"/> All images are highest quality <input type="checkbox"/> Image editing is polished and looks professional

Comments:

Rubric for Written First Nations Speech (7.1)

	Stinky (2)	Super Awesome (4)
Spelling, grammar, and voice	<ul style="list-style-type: none"> - Third person writing (“they” not “we”). - 5 + errors. - Weak vocabulary (general words used) 	<ul style="list-style-type: none"> - Great vocabulary (interesting and powerful word choice) - Writing in first person. All “we”, “us”, “my people”. - 2 or fewer errors.
Information	<ul style="list-style-type: none"> - The information is general or very basic (easy to find info) - Few topics used - Details are stated, not explained 	<ul style="list-style-type: none"> - Contains lots of topics - Important facts on topic. - Facts are specific and detailed - Facts are thoroughly explained
Organization	<ul style="list-style-type: none"> - No or few paragraphs. - Jumps around randomly. - Weak introduction. - No transitions. 	<ul style="list-style-type: none"> - Great use of paragraphs. - Good flow, transitions from topic to topic - Topic sentences used for each paragraph - Powerful introduction and conclusion
Arguments	<ul style="list-style-type: none"> - Arguing for the wrong side. - Does not prove anything, weak. - Is not passionate, or confident about topic. 	<ul style="list-style-type: none"> - Emotional, confident. - Proves points, convincing. - Argues right side.