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| **VISUAL & WRITTEN PROJECT****Evaluator Name: Creator’s Name:** |
| **Aspect** | **Not Yet Within Expectations +** | **Minimally Meets Expectations ++** | **Fully Meets Expectations +++** | **Exceeds Expectations ++++** |
| ***Snapshot******- overall impact*** | *The oral explanation or visualization is often fragmented it may be long and rambling or too brief to accomplish the purpose; the visualization is unclear and confusing* | *The oral explanation and visualization present connected ideas that accomplish the basic purpose or task* | *The oral explanation and visualization are clear, complete, and accomplishes the purpose or task.* | *The oral explanation and visualization are clear, focused, and fully developed; both accomplishes the purpose and creates desired impact.* |
| ***Meaning******- ideas and information******- use of detail******- use of sources*****- use of visuals** | * purpose is unclear; focus is not sustained
* examples, details are irrelevant, too general or simplistic
* information is incomplete, may be inaccurate
 | * purpose clear; focus may waver
* some relevant details and examples
* some accurate information; may be incomplete or poorly integrated
 | * purpose is clear; consistent focus
* logically developed with relevant details and examples
* accurate and complete; information; well-integrated
 | * tightly focused; well-defined purpose
* vivid, relevant details and examples; may show originality
* accurate and complete information; skillfully integrated
 |
| ***Style******- clarity, variety, and impact of language*** | * language and/or idea is repetitive and often unclear
* simple ideas, repetitive sentences
 | * language and/or idea is clear and varied
* some variety in sentences and ideas
 | * varied language and/or ideas; has some impact; fits purpose
* varied, complex sentences
 | * precise language and/or idea
* all chosen for effect
* varies sentences to create a particular effect
 |
| ***Form:*** ***Essays and opinion******- introduction******- organization and sequence******- conclusion*** | * opening is not engaging; may omit purpose or thesis statement
* difficult to follow; transitions are weak or missing
* may end without a logical conclusion
* visuals are non-representative
 | * introduction states simple thesis or purpose; attempts to engage reader
* logical, organization; sequence may be ineffective
* explicit conclusion
 | * introduction clearly states purpose or thesis, engages reader
* logically organized and sequenced; varies transitions
* comes to closure; tries to leave an impact
 | * introduction catches attention; offers well-developed thesis
* effective sequence and transitions make reasoning clear
* strong conclusion leaves an impact
 |
| ***Conventions*****- spelling****- punctuation****- sentence structure****- grammar**  | * frequent, repeated errors in basic language
* resembles a rough draft; errors are not corrected
 | * some errors, but meaning is clear
* some evidence of editing and proofreading
 | * may have occasional errors
* carefully edited and proofread
 | * may make occasional errors when taking risks
* effectively edited and proofread
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| **Feedback & Concerns** |
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| **PSM** | **I** | **D** | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** | **A++** |

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