**GRADE 12 IT PROJECTS RUBRIC**

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| **STAGE 1 – 20 Marks** | | | | | |
| **defining** | Student was able to establish a unique design opportunity that represented their own point of view. They identified an audience, and intended impact for their project and acknowledged different challenges and boundaries they may face in their process. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **ideading** | Student took a **creative, digital risk** and developed an **original** idea. If inspired by other projects, student was able to add to the idea and **make it their own**. The student considered social, personal, ethical, etc, issues that provided content and meaning to the project. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **skills / tech** | Student identified required design & **technological** skills required to carry out their ideas. They explored new and existing skills in their program of choice to master in their project. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **c**  **a**  **l**  **e**  **n**  **d**  **a**  **r** | Student completed a timeline which was realistic and manageable in order for to complete their project by their desired deadline. Student made changes when adjustments to their timeline when appropriate and communicated with Ms. Sihota as to why these deadlines were not met. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |

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| **STAGE 2 – 5 Marks** | | | | | |
| **prototyping** | Student found inspiration and or developed ‘digital sketches’ to prioritize ideas for prototyping and planning their project. If no ‘digital sketches’ were provided the student provided a substantial amount of evidence that there were multiple versions of their project. During this developing stage, the student practiced proper **design & digital** strategies to master in their project. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |

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| **STAGE 3 – 5 Marks** | | | | | |
| **feedbacK** | Student showed evidence of self, peer and teacher reflection and was able to utilize the sources of feedback to improve their project. A plan for changes in the final project were recorded. If there were no plans to make any edits, there are clear reasonings as to why. The summary of this reflection is listed on their blog. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |

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| **STAGE 4 – 25 Marks** | | | | | |
| **content** | The theme/purpose of the student’s project is extremely evident. The project has been personalized and demonstrates the ability to carry out a unique and original idea. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **design** | The student has a successful design. The elements and principles of design related to their chosen style of project have been considered. The student has achieved a sense of unity in their work based on the elements and principles of design. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **skills** | The student has demonstrated evidence of practiced and improved skills. Skills learned in DM 11 are evident and the student has also challenged themselves to develop and learn new skills. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **tech** | The student has explored an existing or new technology to pursue their design interests. It is evident that they have mastered the use of this technology to successfully carry out their project. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **inspo** | Student was able to gather photos and inspiration from other artists or ideas. These images were used solely as a guideline to help form their own personal idea. There were very little similarities however, it was evident that the student used the general idea of the artists themes. *ie. Vincent van Gogh was known for bold colours and dramatic, expressive brushwork. If you were to incorporate those type of techniques in a landscape portrait, that would be using him as an inspiration, not copying his ideas.* | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |

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| **STAGE 5 – 10 Marks** | | | | | |
| **d**  **e**  **s**  **c**  **r**  **i**  **p**  **t**  **i**  **o**  **n** | The student was able to describe the inspiration, design strategies and skills required to make a successful project. They also explained the purpose, learning goals and strengths and weaknesses of their project. It was well articulated, professional and described their project well. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
| **r**  **e**  **f**  **l**  **e**  **c**  **t**  **i**  **o**  **n** | The student has come full circle with their project. They described their reflective process and how self and peer criticism in the early stages of their project led to improvements and success in the final. The student reflected on the project one last time to offer changes and improvements for the future and identified how they or others might build on their concept. | | | | |
| Poor | Developing | Acceptable | Accomplished | Excellent |
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