

## Rubric

<b>Poster Activity Rubric – Expressing Ideas</b> Foundation/ Kindergarten Learning Areas – English, Visual Arts Cross Curriculum Priorities – Sustainability Task: Students create a poster using materials, images and text to convey a message about protecting the rainforests Objective: Students move beyond expressing understandings about the ‘self’ to make ‘self-to-world’ connections in ways that help them make connections to global issues			
Criteria	Needs Work Marginal to Inadequate	Achieving Good	Working Beyond Very Good to Exceptional
<b>Understanding that Language can Express Needs</b> (ACELA1429)	Student does not recognise the ways emotions and feelings can be conveyed and influenced by visual representations  1 point	Student is able to talk about how emotions and feelings can be conveyed and influenced by visual representations  2 point	Student is able to discuss, justify and talk with reason about how emotions and feelings can be conveyed and influenced by visual representations  3 point
<b>Creating Texts</b> (ACELY1651)	Student has not attempted to create a title or message  1 point	Student has created a title but the writing or message is unclear  2 point	Student has created a clear, legible and meaningful title  3 point
<b>Developing Writing Skills</b> (ACELY1653)	Student produces no written text  1 point	Student produces some lower case or upper case letters using learned letter formations, but not both  2 point	Student produces some lower case and upper case letters using learned letter formations  3 point
<b>Expressing Ideas with Images</b> (ACELA1786)	Student uses images that are irrelevant to the brief  1 point	Student uses images but fails to convey a clear message about saving the forest  2 point	Student uses images and conveys a clear message about saving the forest  3 point
<b>Exploring Ways to Represent Ideas</b> (ACAVAM106)	Student explores few ideas, experiences, observations and uses minimal imagination to create visual artworks and design  1 point	Student explores some ideas, experiences, observations and uses her imagination to create visual artworks and design  2 point	Student explores multiple ideas, experiences, observations and uses her imagination well to create visual artworks and design  3 point
<b>Developing Understanding of Practices</b> (ACAVAM107)	Student fails to use and experiment with different materials, techniques and processes to make artworks  1 point	Student uses and experiments with either materials, techniques and/ or processes, but not all, to make artworks  2 point	Student uses and experiments with multiple different materials, techniques and processes to make artworks  3 point
<b>Safe Practices</b>	Student develops and applies few safe and sustainable practices when experimenting with different materials  1 point	Student develops and applies some safe sustainable practices when experimenting with different materials  2 point	Student develops and applies multiple safe sustainable practices when experimenting with different materials  3 point

<b>Applying Visual Conventions</b>	Student applies few (1-2) visual conventions, such as line, shape, colour or texture 1 point	Student applies some (3) visual conventions, such as line, shape, colour or texture 2 point	Student applies multiple (4) visual conventions, including line, shape, colour and texture 3 point
<b>Responding to Feedback</b>	Student does not respond to feedback in her visual arts making 1 point	Student responds to feedback in her visual arts making 2 point	Student engages in rich dialogue about her visual arts making 3 point

Key to interpreting outcomes Objectives: Students demonstrate abilities to convey meaning about the world around them using images and/ or text		Brief Summative Comment and Reflection
<p><b>0 – 8</b> Name (teacher's aide) will scaffold this student's next task.</p> <p><b>8 – 16</b> Work on fine motor skills including cutting and pasting. Ensure that the student has a piece of work to model her creation on and/ or buddy her with a peer. Ensure that all students receive clear instructions. Monitor progress.</p> <p><b>16 – 21</b> Student has responded to instructions and created a piece that reflects both topic learning and academic progress (e.g. writing a title and using materials). Student has a growing awareness about issues relevant to the world around her.</p> <p><b>21 – 27</b> Student should be extended on the next individual project and offered the opportunity to scaffold peers. Student shows an ability to think beyond the self and uses materials to demonstrate her deep awareness about issues relevant to the world around her.</p>	<p>Overall Mark            / 27</p> <p>Class Ranking            / 27</p>	