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| **Multi-media presentation Name:** | | | | |
| **Carefully Read the Criteria Before Beginning the Project. Complete the Self Reflection & Hand in this Sheet with Project.** | | | | |
| **CR9.4a** View & demonstrate comprehension of visual & multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, & dramatizations to glean ideas suitable for identified audience & purpose. | | | | |
| **CR9.4b** View & demonstrate comprehension of visual & multimedia texts to synthesize & summarize ideas from multiple visual & multimedia sources. | | | | |
| **CC9.5a** Create & present a variety of visual & multimedia presentations to best represent message for an intended audience & purpose. | | | | |
| **Criteria** | **Magnificent** | **Mastered** | **Mustered** | **Messed Up** |
| **Comprehension and Response to Multimedia selections and peer projects.**  ***Understanding the ideas*** | Student understands all viewing & listening activities, can explain the explicit and implicit messages in a text. Student can explain how the ideas are organized and how the conventions and techniques achieve a particular effect. They can provide an insightful interpretation and give strong evidence to support his/her response. | Student has a clear understanding of selections, can understand the overall message, key ideas, and their supporting details. Student exhibits a clear understanding of how the text is organized and recognizes the key conventions and techniques used to achieve an effect and provides a thoughtful interpretation with reasonable evidence to support his/her response. | Student understands most selections and could identify most of the important ideas and the details that support them. Student could pay more attention to how the ideas are organized and the key conventions and techniques. Student offers an adequate interpretation and provides some evidence to support it but more time should be spent with the text to generate additional information to support interpretations and inferences. | Student understands some selections. Student needs assistance to recall, or explain the message. Student needs to think about conventions or techniques that are used. Student will need to give more detailed interpretation or offer more evidence to support interpretation. Much more time needs to be spent with the text, uncovering messages, techniques and interpretations. |
| **Preliminary Work**  ***B, D, A Strategies*** | Student identified focus, & audience, selected key images, and or music and created a strong outline or story board that clearly linked to a successful finished product. | Student thought about audience, gathered images, information and or music and experimented with organizational details which led to an appropriate finished product. | Student needs to focus more heavily on organization and audience as he/she gathers images, and information. More time needs to be spent considering aspects of the text. | Student should spend more time developing a sense of direction and audience prior to selecting images and information and sequencing the presentation. |
| **Content**  ***Message*** | Information exceeds expectations, is detailed, accurate and appropriate for the audience and enhances the message. | Information is detailed, accurate and relevant and supports the overall message. | Student needs to provide Information with more details, and check for accuracy, or relevance. The message needs to be considered more fully in order to develop the presentation. | More information is needed. The message is unclear. |
| **Purpose and Audience**  ***Message, intent*** | Purpose is obvious and consistently carried through. Information and images are suitable for identified audience. | Purpose is clearly stated and consistently carried through. Information and images are suitable for identified audience. | Project needs more consistency and a more clearly stated purpose. Information and images need to be selected for identified audience. | Information and or images need to be connected to avoid audience confusion about purpose. |
| **Visual / Audio Effect**  ***Message, Language choices and conventions*** | Message is enhanced by creative, skilled use of sound, image, and movement. | Message is enhanced by effective use of sound, image, and movement. | Use of sound, image, movement could be more directly connected to the message. At times, choices were confusing. | Student should consider the use of sound, image, or movement to enhance the message. |
| **Mechanics & Conventions**  ***Language choices and conventions*** | Font, spelling, transitions, sentence structure etc., enhance the project and the clarity of the message. | Font, spelling, transitions, sentence structure etc. are appropriate for project and the clarity of the message. | Some errors are evident in Font, spelling, transitions, sentence structure etc., which has led to lack of clarity of the message. | Student needs to proof (or seek help form a peer) to avoid errors in Font, spelling, transitions, sentence structure etc. Message clarity is lost. |
| **Research and Bibliography**  ***Organization, Message*** | Ample research is evident. Student has accessed and acknowledged multiple reliable sources and has used them to enhance the message. | Adequate research is evident. Sources are clearly identified and have been used to support the message. | More research is needed. Reliable sources need to be selected and clearly identified. Source choices need to be based on message and purpose. | Research is required. Sources need to be clearly identified. Further consideration must be given to message and purpose of the presentation. |
| **Student Self-commentary (Before, During and After Strategies employed):** | | |  |  |
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