

Student Name: _____ **Exam Date:** _____

		Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)					
<p>Choice of tools used to produce desired look (mask, filters, shapes, lines, transparencies etc.)</p> <p>Set-up of file is appropriate for the product (ie. poster size, dpi, vector, outlined fonts)</p> <p>Avoid silhouettes, low lighting, etc. Use of natural lighting to your advantage</p> <p>Effects, transitions, themes & titles are used appropriately</p> <p>Continually review project expectations and guidelines; have all the requirements been met (order, length, format etc.)? Is the final product visually appealing & original.</p>	Knowledge of content (e.g., facts, equipment, terminology, materials)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
	Understanding of content (e.g., procedures, technological concepts, processes, industry standards)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content

Thinking – The use of critical and creative thinking skills and/or processes

<p>Asking questions, finding tutorials/ resources</p> <p>Following instructions of the project</p> <p>Use of previous assignment tutorials to support the current assignment</p> <p>Planning/ Paperwork (eg. Sketches, Storyboard)</p>	Use of planning skills (e.g., identifying the problem, selecting strategies and resources, scheduling)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
	Use of processing skills (e.g., analysing and interpreting information, reasoning, generating and evaluating solutions, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
	Use of critical/creative thinking processes (e.g., problem-solving, design, and decision-making processes)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness

Communication – The conveying of meaning through various forms

<p>Research of other products for inspiration</p> <p>Acceptance of feedback</p> <p>Project represents the guidelines of the assignment accurately. What was asked has been provided.</p>	Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
	Communication for different audiences in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
	Use of conventions (e.g.,	uses conventions, vocabulary, and	uses conventions, vocabulary, and	uses conventions, vocabulary, and	uses conventions, vocabulary, and

	standards/symbols, units of measurement, acronyms), vocabulary, and terminology of the discipline in oral, visual, and written forms	terminology of the discipline with limited effectiveness	terminology of the discipline with some effectiveness	terminology of the discipline with considerable effectiveness	terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts					
Correct file saving format (PDF, eps, gif, Jpeg)	Application of knowledge and skills (e.g., concepts, processes, use of equipment and technology) in familiar contexts Transfer of knowledge and skills (e.g., concepts, processes, use of equipment and technology) to new contexts Making connections within and between various contexts (e.g., between disciplines; between technology, the environment, and society; between school and future opportunities)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Familiar use of appropriate software					
Appropriate use of Photoshop tools (layers, tabs, colour correction etc.) and/or Illustrator tools (layers, pathfinder, colour swatches etc.)		transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Avoid edits that disrupt flow (i.e. outtakes, false starts, stunted action etc.).		makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness
Notes:					

