Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language: Making Advertisements

DESIGN AND WRITTEN COMPONENT (\_\_\_\_/50)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| History | Level 1 | Level 2 | Level 3 | Level 4 |
| Using knowledge and skills to create a media text | Student struggled to demonstrate use of conventions and codes in the creation of the media text | Student used few conventions and codes in the creation of the media text | Student effectively used 3 conventions and codes in the creation of the media text | Student used multiple (4 or more) conventions and codes in the creation of that media text |
| Producing a media text | Student produced a media text of no technical complexity without a specific purpose and audience and used inappropriate forms, conventions, and techniques  Final product was rushed and little care was taken in its creation | Student produced a media text lacking technical complexity for a specific purpose and audience using appropriate forms, conventions, and techniques  Final Product contains some errors and seems unpolished | Student produced a media text of technical complexity for a specific purpose and audience using appropriate forms, conventions, and techniques  Final product is generally neat and tidy | Student produced a media text of high technical complexity and strategy for a specific purpose and audience using appropriate forms, conventions, and techniques  Final product, is ready for publication |
| Explanation of choices made to create a media text | Student did not explain how they used conventions and codes to help communicate their message | Student vaguely explained how they used few conventions and codes to help communicate their message | Student explained, with some examples, how they used various conventions and codes to help communicate their message | Student explained, providing multiple examples, how they used various conventions and codes to help communicate their message |
| Thinking about the process of creating a media text | Outline is incomplete, little detail and care demonstrated.  Student identified no strategies they found helpful in creating their media text and did not explain how these strategies can help them as producers of media texts | Outline is mostly complete, some detail and care has been demonstrated.  Student identified few strategies they found helpful in creating their media text and vaguely explained how these strategies can help them as producers of media texts | Outline is complete with some detail and care.  Student clearly identified what strategies they found helpful in creating their media text and explained how these strategies can help them as producers of media texts | Outline is completed with detail and care.  Student clearly identified multiple strategies they found helpful in creating their media text and explained, providing examples, how these strategies can help them as producers of media texts |

PRESENTATION (\_\_\_\_\_/50)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name(s): | Level 1 | Level 2 | Level 3 | Level 4 |
| Informative and Persuasive: How much did people learn? | Very little learned about the information | Audience learned something about the organization | Audience learned a considerable amount about the organization | Audience is highly informed and entertained |
| Organization: Was the presentation clear and did it follow a logical order? | Very little organization; hard to follow presented material | Somewhat organized; can follow presented material | Clearly organized; easy to follow and understand | Highly organized; conveys information in a highly structured, logical format |
| Style: Was speaker(s) clear, easy to understand, and make eye contact? | Speaker(s) hard to understand; read straight from papers | Speaker(s) are somewhat clear, make some eye contact with audience | Speaker(s) clear, easy to understand, make good eye contact | Speaker(s) talk like professionals to the audience |
| How good does it look? | Few visuals; pages filled with print; hard to understand | Uses visuals and words with some effectiveness | Uses visuals and point form with considerable effectiveness | Uses visuals and notes expertly |
| Overall professionalism and appearance of presentation | Minimal visuals and information | Some visuals and information | Visually attractive; very informative | Professional looking; highly informative |

Comments: