

MULTIMEDIA PORTFOLIO

	Below Standard (<75)	Approaching Standard (75-80)	At Standard (80-90)	Above Standard (90-100)
Key Knowledge, Understanding, & Success	<ul style="list-style-type: none"> • Student learning goals are not clear and specific; the project is not focused on the guiding question. • Does not display critical thinking, problem solving, collaboration, and self-management. 	<ul style="list-style-type: none"> • The project is focused on knowledge and understanding derived from analysis of the guiding question, but is too vague, too specific, or includes irrelevant information. • Lacks either critical thinking, problem solving, collaboration, or self-management. 	<ul style="list-style-type: none"> • The project is appropriately focused, including specific knowledge, understanding, and skills derived from the guiding question and central to the analysis of the novel. • Critical thinking, problem solving, collaboration and self-management are evident. 	
Challenging Problem or Question	<ul style="list-style-type: none"> • The project is not focused on a central problem or question (it may be more like a collection of several tasks); or the problem or question is too easily solved or answered. • The central problem or question is not framed by a driving question, or it is seriously flawed. 	<ul style="list-style-type: none"> • The central problem or question meets some of the criteria for an effective driving question but lacks others. • The driving question relates to the project but does not capture its central problem or question (may be more thematic). 	<ul style="list-style-type: none"> • The central problem or question is framed by a driving question for the project, which is: <ul style="list-style-type: none"> ○ open-ended ○ critical/analytical ○ requires research 	
Originality	<ul style="list-style-type: none"> • Project relies on existing models, ideas, or directions; it is not new or unique • Students follow rules and conventions; uses materials and ideas in typical ways 	<ul style="list-style-type: none"> • Project has some new ideas or improvements, but some ideas are predictable or conventional • Students may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas 	<ul style="list-style-type: none"> • Project is new, unique, surprising; shows a personal touch • Students may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways 	
Value	<ul style="list-style-type: none"> • Product is not useful or valuable to the intended audience/user 	<ul style="list-style-type: none"> • Product is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified specifications. 	<ul style="list-style-type: none"> • Product is seen as useful and valuable; it solves the defined problem or meets the identified specifications. 	
Style	<ul style="list-style-type: none"> • Product is safe, ordinary, made in a conventional style • has several elements that do not fit together; it is a mish-mash 	<ul style="list-style-type: none"> • has some interesting touches, but lacks a distinct style • has some elements that may be excessive or do not fit together well 	<ul style="list-style-type: none"> • is well-crafted, striking, designed with a distinct style but still appropriate for the purpose • combines different elements into a coherent whole 	