**Application Video Rubric**

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| --- | --- | --- | --- |
| Criterion | 5 Points | 3-4 Points | 0-2 Points |
| Response Content | Responses are appropriate, thoughtful, and indicate engagement with the video. | Responses are have inconsistencies with the video or are not supported by content. | Responses are inaccurate, careless, and/or opinions not supported by content. |
| Mechanics | Grammar, sentence structure and punctuation are correct | Some issues with grammar, punctuation and or sentence structure. | Major issues with grammar, punctuation and or sentences. |

**Photo Reflection Rubric**

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| Criterion | 5 Points | 3-4 Points | 0-2 Points |
| Response Content | Responses are appropriate, thoughtful, and chosen image illustrates the response. | Responses are have inconsistencies with the chosen image or are not supported by content. | Responses are inaccurate, careless, and/or opinions not supported by content. Image is missing or unrelated. |
| Mechanics | Grammar, sentence structure and punctuation are correct.  Chosen image is cited when appropriate. | Some issues with grammar, punctuation and or sentence structure or chosen image is cited when appropriate. | Major issues with grammar, punctuation and or sentences.  Chosen image is not cited when appropriate. |

**Impact Paradigm Comparison Essay**

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| --- | --- | --- | --- | --- | --- |
| CATEGORY | **A=9-10 points** | **B=7-8 points** | **C=5-6 points** | **D=3-4 points** | **E=1-2 points** |
| **Application of Impact Paradigm** | All of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm to both materials chosen. | Most of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm to both materials chosen/one material analysis is more complete than the other. | Some of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm. | Evidence and examples are weak and application of the impact paradigm is incomplete. | Evidence and examples are NOT relevant AND/OR thoughtful application of the impact paradigm is not evident |
| **Content of Essay** | Fully compares/contrasts both materials using of the Impact Paradigm  Clearly articulates and compares the societal impact of both materials. | Partially compares/contrasts materials using of the Impact Paradigm. Attempts to articulate and compare the societal impact of both materials. | Weakly compares/contrasts materials. Articulation of societal impact is incomplete. | Compares/contrasts materials inconsistently. Articulation of societal impact is unclear. | Writes about only one material. Doesn’t compare societal impact. |
| **Accuracy** | All supportive facts and statistics are reported accurately and cited when appropriate. | Almost all supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate. | Supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate.. |
| **Mechanics** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |  |

**Final Project: Impact Paradigm Photo Project**

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| --- | --- | --- | --- | --- | --- |
| CATEGORY | **A=9-10 points** | **B=7-8 points** | **C=5-6 points** | **D=3-4 points** | **E=1-2 points** |
| **Application of Impact Paradigm** | All of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm to both materials chosen. | Most of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm to both materials chosen/one material analysis is more complete than the other. | Some of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm. | Evidence and examples are weak and application of the impact paradigm is incomplete. | Evidence and examples are NOT relevant AND/OR thoughtful application of the impact paradigm is not evident |
| **Content of Essay** | Fully compares/contrasts both materials using of the Impact Paradigm  Clearly articulates and compares the societal impact of both materials. | Partially compares/contrasts materials using of the Impact Paradigm. Attempts to articulate and compare the societal impact of both materials. | Weakly compares/contrasts materials. Articulation of societal impact is incomplete. | Compares/contrasts materials inconsistently. Articulation of societal impact is unclear. | Writes about only one material. Doesn’t compare societal impact. |
| **Accuracy** | All supportive facts and statistics are reported accurately and cited when appropriate. | Almost all supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate. | Supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate.. |
| **Mechanics** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |  |