

FLASH DICTIONARY RUBRIC

Chapter Title:

	Exceptional 6	Good 5	Adequate 4	Limited 3	Insufficient 2	No Evidence of Mastery 1	Student Grade
Text Elements	<p>~ Each Word Scene includes a dictionary word entry with the word, its definition, the time and place that the word would be spoken, a description of the type of people that would use the word, and another way to say the word. The Word Scenes are suited to the theme of the chapter and offer clear, thorough, and original definitions of the words.</p> <p>~ Each Word Scene includes a writing sample, taken from a rewritten portfolio piece. The sample is well-chosen and provides enough context to give a deeper understanding of the word entry.</p> <p>~ Text elements do not overwhelm the visual elements, working in concert with them to convey meaning.</p>	<p>~ Each Word Scene includes a dictionary word entry with the word, its definition, the time and place that the word would be spoken, a description of the type of people that would use the word, and another way to say the word. The Word Scenes are suited to the theme of the chapter and offer clear and thorough definitions of the words.</p> <p>~ Each Word Scene includes a writing sample, taken from a rewritten portfolio piece. The sample is well-chosen and provides enough context to give a deeper understanding of the word entry.</p> <p>~ Text elements usually do not overwhelm the visual elements, and work in concert with them to convey meaning.</p>	<p>~ Each Word Scene includes most of the following required text elements: a dictionary word entry with the word, its definition, the time and place that the word would be spoken, a description of the type of people that would use the word, and another way to say the word. The Word Scenes are suited to the theme of the chapter and usually offer clear and thorough definitions of the words.</p> <p>~ Each Word Scene includes a writing sample, taken from a rewritten portfolio piece. The sample uses the word correctly, but does not necessarily provide enough context for a deeper understanding of the word entry.</p> <p>~ Text elements occasionally overwhelm the visual elements, but usually work in concert with them to convey meaning.</p>	<p>~ Word Scenes include some of the important text elements, especially a word and its definition, but are also missing several of the text elements. The Word Scenes are not always well suited to the theme of the chapter, or the definitions lack clarity and completeness.</p> <p>~ Word Scenes include a writing sample, taken from a rewritten portfolio piece. The sample demonstrates the author's understanding of the word meaning, but offers no further context for understanding.</p> <p>~ Text elements sometimes overwhelm the visual elements, and are inconsistent in conveying meaning.</p>	<p>~ Word Scenes are incomplete, missing several of the text elements. The Word Scenes are often unsuited to the chapter or lacking necessary information to define the words.</p> <p>~ Word Scenes include a writing sample, which may or may not be taken from a rewritten portfolio piece. The sample does not demonstrate an understanding of the word meaning.</p> <p>~ Text elements often overwhelm the visual elements rather than working in concert with them.</p>	<p>~ Word Scenes are missing most of the text elements, including definitions.</p> <p>~ Word Scenes do not include a writing sample.</p> <p>~ Text elements overwhelm or ignore the purpose of the visual elements.</p>	

<p style="text-align: center;">Visual Elements</p>	<ul style="list-style-type: none"> ~ Each Word Scene includes four or more layers in Flash – one for Text, one for Shape (drawn with the Flash drawing tools), one for Image (imported from Photoshop or the Web), and the Background color. ~ Use of visual elements is logical, appropriate, and consistent throughout the each Word Scene, and work to convey meaning. ~ Each Word Scene contains all of the following visual elements: two or more colors beyond the background color, at least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size ~ Movement is used to join all of the text and visual elements together and to enhance viewer understanding of the theme and word meaning. 	<ul style="list-style-type: none"> ~ Each Word Scene includes at least four layers in Flash – one for Text, one for Shape (drawn with the Flash drawing tools), one for Image (imported from Photoshop or the Web) and the Background color. ~ Use of visual elements is usually logical, appropriate, and consistent throughout the each Word Scene, and work to convey meaning. ~ Each Word Scene contains almost all of the following visual elements: two colors beyond the background color, at least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size ~ Movement is used to join all of the text and visual elements together and usually works to enhance viewer understanding of the theme and word meaning. 	<ul style="list-style-type: none"> ~ Each Word Scene includes at least 3 of these layers in Flash – one for Text, one for Shape (drawn with the Flash drawing tools), one for Image (imported from Photoshop or the Web) and the Background color. ~ Use of visual elements is usually logical and appropriate, but not always consistent throughout the each Word Scene. Meaning is sometimes unclear. ~ Each Word Scene contains most of the following visual elements: two colors beyond the background color, at least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size ~ Movement is somewhat effectively used to join all of the text and visual elements together and often works to enhance viewer understanding of the theme and word meaning. 	<ul style="list-style-type: none"> ~ Each Word Scene includes at least 2 layers in Flash – one for Text, one for Shape (drawn with the Flash drawing tools), one for Image (imported from Photoshop or the Web) and the Background color. ~ Use of visual elements is somewhat confusing and inconsistent. The meaning is often unclear. ~ Each Word Scene contains some of the following visual elements: two colors beyond the background color, at least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size ~ Movement is not always effectively used to join all of the text and visual elements together and sometimes works to enhance viewer understanding of the theme and word meaning. 	<ul style="list-style-type: none"> ~ Each Word Scene includes at least 2 layers in Flash – one for Text, one for Shape (drawn with the Flash drawing tools), one for Image (imported from Photoshop or the Web) and the Background color. ~ Use of visual elements is mostly confusing and inconsistent. The meaning is often unclear. ~ Each Word Scene contains a few of the following visual elements: two colors beyond the background color, at least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size ~ Movement is not effectively used to join all of the text and visual elements together and rarely enhances viewer understanding of the theme and word meaning. 	<ul style="list-style-type: none"> ~ Word Scenes include no more than two layers in Flash, and little more than a background color and text or image. ~ No effort is made to balance text and visual elements. Visual elements seem meaningless. ~ Word Scenes contain only one or two of the following elements: two colors beyond the background color, at least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size ~ Movement is not used to join all of the text and visual elements together or to enhance viewer understanding of the theme and word meaning. 	
<p style="text-align: center;">Group Collaboration</p>	<ul style="list-style-type: none"> ~ Student always offers useful ideas when participating in the group, takes leadership when fulfilling assigned role, and supports all other group members in their roles. ~ Always stays focused on the task and what needs to be done. Self-directed, and always takes initiative. ~ Completes all assignments for goal-setting and critiques, offering many thoughtful suggestions, and finishing in a timely manner. ~ Always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. 	<ul style="list-style-type: none"> ~ Student often offers useful ideas when participating in the group, usually takes leadership when fulfilling their role, and supports other group members in their roles. ~ Almost always stays focused on the task and what needs to be done. Usually self-directed. ~ Completes all assignments for goal-setting and critiques, offering suggestions, and usually finishing in a timely manner. ~ Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. 	<ul style="list-style-type: none"> ~ Student sometimes offers useful ideas when participating in the group, fulfills the minimum requirements of their role, and provides the minimum of what is requested by other group members. ~ Somewhat focused, but requires direction in a few areas to finish tasks. ~ Completes most assignments for goal-setting and critiques, occasionally offering suggestions, and usually finishing in a timely manner. ~ Works on tasks without being disruptive, but does nothing to support the efforts of others. 	<ul style="list-style-type: none"> ~ Student occasionally offers ideas when participating in the group, inconsistent in fulfilling the responsibilities of their role, and provides the minimum of what is requested by other group members. ~ Often unfocused, needs frequent direction, but finishes tasks. ~ Completes some assignments for goal-setting and critiques. Offers few suggestions and often finishes late. ~ Usually works on tasks without being disruptive. 	<ul style="list-style-type: none"> ~ Student rarely fulfills the responsibilities of their role, and rarely provides what is requested by other group members. ~ Needs frequent direction to attend to tasks. ~ Completes few assignments for goal-setting and critiques. Does not offer suggestions to group and usually finishes tasks late. ~ Sometimes a disruptive presence to the group. 	<ul style="list-style-type: none"> ~ Student does not fulfill the responsibilities of their role, and does not do the work to support other group members. ~ Needs constant direction, lets others do all the work. ~ Does not complete assignments for goal-setting and critiques. Does not offer suggestions to group. ~ Is a disruptive presence in the group. 	

<p>Content and Form</p>	<ul style="list-style-type: none"> ~ Theme and message is clear throughout the each Word Scene. ~ Each Word Scene has no grammar or spelling errors. ~ Technical knowledge is made clear through frequent use of appropriate Flash tools. 	<ul style="list-style-type: none"> ~ Theme and message is clear throughout most of the each Word Scene. ~ Each Word Scene has few grammar or spelling errors. ~ Technical knowledge is made clear through use of appropriate tools. 	<ul style="list-style-type: none"> ~ Theme and message is clear throughout most of the each Word Scene. ~ Word Scenes have some grammar or spelling errors. ~ Technical knowledge is made clear through occasional use of appropriate tools. 	<ul style="list-style-type: none"> ~ Theme and message not maintained throughout the each Word Scene. ~ Word scenes have many grammar or spelling errors. ~ Use of technical tools is rare and inconsistent. 	<ul style="list-style-type: none"> ~ Little evidence of theme or message. ~ Word Scenes have frequent grammar or spelling errors. ~ Use of technical tools is awkward and inconsistent. 	<ul style="list-style-type: none"> ~ No evidence of theme or message. ~ Word Scenes have frequent grammar or spelling errors. ~ There is no evidence of technical knowledge; tools are not used to best effect. 	
<p>Organization and Unity of Chapter</p>	<ul style="list-style-type: none"> ~ Theme and message is clear and consistent throughout the chapter ~ Stated group goals are effectively met. ~ Chapter includes introduction, and at least one word Scene for each member of the group. Use/placement of color scheme, font size and style, shapes, images, and other visual elements is consistent and “matches” throughout all of the Scenes of the chapter. ~ Introduction includes a chapter title that expresses the theme of the chapter, and three or more layers in Flash (one for text, one for shape or image, and one for the background). At least one Motion, and one Change of Shape, Size, or Color that work to convey theme and unify chapter. 	<ul style="list-style-type: none"> ~ Theme and message is usually clear and consistent throughout the chapter, many of the stated group goals are effectively met. ~ Chapter includes introduction, and at least one Word Scene for each member of the group. Use/placement of color scheme, font size and style, shapes, images, and other visual elements is usually consistent and “matches” throughout most of the Scenes of the chapter. ~ Introduction includes a chapter title that expresses the theme of the chapter, and three layers in Flash (one for text, one for shape or image, and one for the background). At least one Motion, and one Change of Shape, Size, or Color that work to convey the theme and unify the chapter. 	<ul style="list-style-type: none"> ~ Theme and message is apparent but not always consistent throughout the chapter, some of the stated group goals are met. ~ Chapter may be missing either the introduction or one of the Scenes. Use/placement of color scheme, font size and style, shapes, images, and other visual elements is somewhat consistent and “matches” throughout some of the Scenes of the chapter. ~ Introduction includes most of the following: a chapter title that expresses the theme of the chapter, and three layers in Flash (one for text, one for shape or image, and one for the background). At least one Motion, and one Change of Shape, Size, or Color that usually work to convey the theme and unify the chapter. 	<ul style="list-style-type: none"> ~ Theme and message is inconsistent. Few of the stated group goals are met. ~ Chapter is missing more than one of the following features: an introduction and a word Scene for each member of the group. Use/placement of color scheme, font size and style, shapes, images, and other visual elements is somewhat inconsistent and does not generally “match” throughout the Scenes of the chapter. ~ Introduction, if present, is missing more than one of the following: a chapter title that expresses the theme of the chapter, and three layers in Flash (one for text, one for shape or image, and one for the background) Missing either one Motion, one Change of Shape, Size, or Color that convey theme and unify the chapter. 	<ul style="list-style-type: none"> ~ There is little evidence of a theme or to meeting group goals. ~ Chapter is missing more than two of the following features: the introduction and the required Scenes. Use/placement of color scheme, font size and style, shapes, images, and other visual elements is inconsistent and arbitrary. ~ The introduction contains little more than a title and the names of the group members. 	<ul style="list-style-type: none"> ~ There is theme, and group goals are ignored. ~ Chapter is missing more than three of the following features: the introduction and the required number of Scenes. Use/placement of color scheme, font size and style, shapes, images, and other visual elements, when present, is confusingly inconsistent. ~ There is no introduction. 	

Name(s) of Evaluators: