|  |  |
| --- | --- |
|

|  |
| --- |
| **VICE Article and Poster Representation**Teacher Name: **N St Pierre** Student(s) Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Graphics - Relevance** | All graphics/ map drawings are related to the topic and make it easier to understand. Detail is evident. | All graphics/ map drawings are related to the topic and most make it easier to understand. Some detail has been shown. | All graphics/ maps relate to the topic but do not necessarily show clearly the issues. Some detail has been taken. | Graphics/ maps do not relate to the topic. Very little detail is present. |
| **Content - Accuracy** | At least 6 accurate facts are displayed on the poster. Visual highlights key issues with depth and precision. | 4-5 accurate facts are displayed on the poster. Visual highlights some key issues with precision. | 3-4 accurate facts are displayed on the poster. Visual highlights one key issue with precision. | Less than 3 accurate facts are displayed on the poster. Visual does not highlight any key issues. |
| **Content –** **Understanding** | Student(s) show exceptional understanding of the topic through annotations and visual representation | Student(s) show good understanding of the topic through annotations and visual representation | Student(s) show some understanding of the topic through annotations and visual representation | Student(s) show little understanding of the topic through annotations and visual representation |
| **Style - Originality** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. |
| **Use of Class Time** | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |

/ 20

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | 4 | 3 | 2 | 1 |
| **SHOWS UNDERSTANDING** | Student shows thoughtful reflection and understanding of the oceanic distribution of their waste | Student shows thoughtful reflection and understanding of the oceanic distribution of their waste | Student shows some reflection and understanding of the oceanic distribution of their waste | Student does not show reflection or understanding of the oceanic distribution of their waste |
| **USE OF EVIDENCE** | Incorporates a variety of evidence into their article to justify their response | Student is able to incorporate some evidence into article to justify their response | Student incorporates little evidence into their article to justify their response | Student does not incorporate evidence into their article  |

/8