Student Name: Subject: Class: **eAssessment Rubric** NSW GOVERNMENT Education & Training

Name of Assessment Task: Due Date:

Rubric Activity	**Graphic Organizers**										
Rationale	Graphic Organisers also known as Mind Maps are a way to visually organize thoughts, knowledge, concepts and ideas while showing the links and relationships between the ideas, concepts and information. Graphic Organisers assist learners in clarifying information, promoting understanding, enhancing comprehension and recall.										
Quality Teaching Elements	Deep Understanding, Higher Order Thinking, Metalanguage and Substantive Communication.										
	Grade E Limited		Grade D Basic		Grade C Sound		Grade B High		Grade A Outstanding		Evaluation
	Mark:		Mark:		Mark:		Mark:		Mark:		
Arrangement of Concepts	•Main concept not clearly identified; sub concepts don't consistently branch from main idea.		•Main concept easily identified; sub concepts don't consistently branch from main idea.		•Main concept easily identified; some sub concepts branch from main idea.		•Main concept easily identified; most sub concepts branch from main idea.		•Main concept easily identified; sub concepts branch appropriately from main idea		☐ Teacher ☐ Peer
Links and Linking Lines	•Linking lines not point in correct direction; linking words don't clarify relationships between concepts; None of the hyperlinks function.		•Linking lines not always pointing in correct direction; linking words don't clarify relationships between concepts; a few of the hyperlinks function and fail to enhance the topic.		•Some linking lines connect properly; some linking words accurately describe the relationship between concepts; some hyperlinks effectively used		•Most linking lines connect properly; most linking words accurately describe the relationship between concepts; most hyperlinks function and are effectively used		•Linking lines connect related terms/point in correct direction; linking words accurately describe relationship between concepts; all hyperlinks function and are effectively used		☐ Teacher ☐ Peer
Graphics	•None of the graphics are used appropriately are excessive; graphics poorly selected and don't enhance the topic; some graphics are blurry and ill-placed.		•Few of the graphics used appropriately; graphics poorly selected and don't enhance the topic; and are not situated in logical places on the page.		•Graphics used appropriately some of the time; some of the graphics selected enhance the topic, are of good quality, and are situated in logical places on the page.		•Graphics used appropriately most of the time; most graphics selected enhance the topic, are of good quality, and are situated in logical places on the page.		•Graphics used appropriately; greatly enhance the topic and aid in comprehension; are clear, crisp and well situated on the page.		☐ Teacher ☐ Peer

Content	•Contains irrelevant information; is not logically arranged;		•Reflects the fundamental information; is not logically arranged; concepts presented with too many excess words		•Reflects some of the essential information; is somewhat logically arranged; concepts presented without too many excess words;		•Reflects most of the essential information; is generally logically arranged; concepts presented without too many excess words;		•Reflects essential information; is logically arranged; concepts succinctly presented;		☐ Teacher ☐ Peer
Design / layout	•Cluttered design; no clear visual appeal; requires a lot of scrolling to view entire diagram; choice of colours lacks visual appeal and impedes comprehension.		•Design is poor; diagram has minimal visual appeal; choice of colours does not enhance the visual appeal.		•Design is fairly clean, with a few exceptions; diagram has visual appeal; four or fewer symbol shapes; fits page well; uses colour effectively some of the time.		•Design is mostly clean; diagram has visual appeal; four or fewer symbol shapes; fits page well; uses colour effectively of the time.		•Clean design; high visual appeal; four or fewer symbol shapes; fits page without a lot of scrolling; colour used effectively for emphasis.		☐ Teacher ☐ Peer
Readability	•Font too small to read easily; more than four different fonts used; text amount is excessive and does not fit the intended audience.		•Some text is easy to read; uses no more than four different fonts; amount of text slightly excessive for the intended audience.		•Most text is easy to read; uses no more than four different fonts; amount of text generally fits intended audience.		•Easy to read/ appropriately sized; no more than three different fonts; amount of text is appropriate for intended audience; boldface used for emphasis.		•Easy to read/ appropriately sized; all fonts the same; amount of text is appropriate for intended audience; boldface used for emphasis.		☐ Teacher ☐ Peer
Literacy	•Information has a significant number of grammar, spelling and punctuation errors.		•Information has numerous grammar, spelling and punctuation errors.		•Information is accurate with some grammar, spelling and punctuation errors.		•Information is mostly accurate with few grammar, spelling and punctuation errors.		•Information is accurate and complete with correct grammar, punctuation and spelling		☐ Teacher ☐ Peer

Feedback