Assessment 4 Marking Rubric

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| **Assessment** | **Skills** | **Well Above Expectation** | **Above**  **Expectation** | **At Expectation** | **Below Expectation** |
| Presentation | Persuasive presentation  exceptionally well-executed and compelling in every aspect, using clear and concise content | Well-executed and persuasive communication to effectively convey their position, presenting supporting evidence and uses persuasive techniques | Presentation justifies choice of project well; communication lacks depth or polish in some areas may use supporting evidence. | Presentation justifies choice of project sufficiently; weaknesses evident in content, organisation, or delivery in communication. It may lack clarity and evidence | Does not effectively convey the intended message. It may lack a clear position, relevant evidence |
| Step 5-3-4-5 process record | Skilfully adapts to changing circumstances, showing resilience and maintains a positive attitude and determination in adversity; actively seeks to understand and learn from failures, using them as opportunities for growth. | Readily adjusts to uncertainty and maintains composure in challenging environments; regularly analyses failures to extract valuable lessons and insights. | Demonstrates some adaptability but may struggle to remain composed in uncertainty; seeks to learn from failures but may not consistently delve deep into the lessons they provide | Struggles to adapt effectively in uncertain situations, leading to discomfort; struggles to learn effectively from failures, often repeating similar mistakes. | Resists change and uncertainty, causing significant distress and disruption; fails to learn from failures, repeating the same mistakes without reflection. |
| Interview data | Communicates ideas, information, and feedback effectively, facilitating understanding and alignment among stakeholders to work collectively toward a solution. | Consistently communicates ideas and feedback clearly and listens actively to work collectively toward a solution | Communicates ideas adequately but may occasionally struggle to ensure understanding. | Struggles with clear communication, leading to misunderstandings. | Fails to communicate effectively, hindering collaboration efforts. |
| 2 Canvases, Problem Statement, architype build, mindmaps and any other collaborative materials | As above with team members; Consistently demonstrates excellent planning and management skills through a highly organised and systematic approach which links to clear and achievable goals. | As above with team; They set and work towards achievable goals, demonstrating good organisation and resource allocation. They can adapt to changes in their plans and address issues as they arise. | As above with team; They set goals to organise their work, but their plans may sometimes lack clarity or detail. They can adapt to some changes and address issues as needed | As above with team; Sets unclear or unrealistic goals and has difficulty organising their work effectively. | As above with team; Lack of effective planning and management skills. They often have unclear or impractical goals, poor organisation, and an inability to adapt to changes or address issues |
| Reflection | Shows deep understanding of Active Learning Mindset skills and ideas | Shows good understanding of Active Learning Mindset skills and ideas | Shows acceptable understanding of Active Learning Mindset skills and ideas | Shows shallow understanding of Active Learning Mindset skills and ideas | Shows little understanding of Active Learning Mindset skills and ideas |