

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Digital Media Grades 10, 11, and 12

2023

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Curriculum Writing Team

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Digital Media
Grades 10, 11, 12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Digital Media is a semester-long elective course available to 10th, 11th, and 12th graders. The course is offered through the Technology Education Department and provides interested students with the knowledge and understandings necessary to operate video equipment, use video editing software, as well as create and produce videos. This course is being offered to any students who are interested in the field of Digital Media and would like to learn more about the process of creating, producing, and editing videos. Students will be expected to engage in the production process to write, plan, film, and edit short film projects so as to apply what they have learned. There is no prerequisite experience needed for this course.

Through various projects, students will learn: camera usage, elements of production, sound, storyboarding, editing, and uploading. As well as how to use studio grade video and audio equipment and professional video editing software. Projects will include but are not limited to: Commercial/Advertisement, Streaming/Podcasting Media Specialist, News Interview, and Public Service Announcement. A Digital Media Portfolio will be a comprehensive culmination to the course and will be representative of all the work the students have completed on their way to becoming Media Specialists.

Students will be evaluated in four different ways: Partner Evaluations, Daily Log of work toward completing the assignment, Ability to produce a project that fits the outlined assignment, and completing Research related to the project learning objectives. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles.

COURSE GOALS

The following course goals derive from the 2014 Connecticut State Department of Education Technology Education Standards for Digital Media.

- DVP.02 Safety: Describe and apply the fundamental principles that relate to both field and studio production.
 - DVP.02.01 Demonstrate fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.*(B4)
 - DVP.02.02 Describe the fundamentals of step ladder safety.*(B5)
 - DVP.02.03 Identify proper methods of transport and storage for appropriate production and personal equipment.*(B6)
 - DVP.02.04 Describe and apply fundamentals of cable safety.*(B7)
- DVP.03 Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.
 - DVP.03.01 Identify a target audience and design an appropriate message for the target market.*(C8)
 - DVP.03.02 Describe the process used for concept development/treatment.*(C9)
 - DVP.03.03 Identify and describe the script elements of storyboarding, two column, and screenplay format.*(C10)
 - DVP.03.04 Define and describe the legal concerns of copyrights, ethics, releases, and royalties.*(C11)
 - DVP.03.05 Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.*(C12)
 - DVP.03.06 Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.*(C13)
- DVP.04 Production: Identify and describe the elements of production to effectively deliver a message.
 - DVP.04.01 Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.*(D14)
 - DVP.04.02 Describe the various types of sound equipment and techniques used with handheld, lavalier, shotgun, condenser, omni and directional methods.*(D15)
 - DVP.04.03 Describe the equipment and personnel necessary for producing a studio production.*(D16)
 - DVP.04.04 Describe the equipment and personnel necessary for producing a field production.*(D17)
- DVP.05 Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.
 - DVP.05.01 Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.*(E18)

- DVP.05.02 Describe dolly, truck, pan, and tilt as it relates to camera movements.*(E19)
- DVP.05.03 Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.*(E20)
- DVP.05.04 Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.*(E21)
- DVP.06 Post-Production: Identify and describe the elements of post-production to effectively deliver a message.
 - DVP.06.01 Create graphics and titles appropriate to the project.*(F22)
 - DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.*(F23)
 - DVP.06.03 Describe and apply import, file, and asset management.*(F24)
 - DVP.06.04 Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.*(F25)
 - DVP.06.05 Edit audio for voice over, sound levels, music, and sound effects with application software.*F26)
- DVP.07 Media Components and Concepts: Identify and understand the technological literacy of video production.
 - DVP.07.01 Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.*(G27)

COURSE ENDURING UNDERSTANDINGS

Students will understand...

- how Digital Media is used to communicate messages.

COURSE ESSENTIAL QUESTIONS

- Why is communication through the art of Digital Media an essential element of our society?
- What is involved in creating Digital Media?
- How do you safely use Digital Media Equipment?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to use Digital Media Equipment Safely.
 - How to identify and describe the script elements of storyboarding, two column, and screenplay format.
 - How to import, file, and manage Digital Media Assets.

- How to edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- The equipment and personnel necessary for producing a studio production.
- How to demonstrate and apply methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- Students will be able to . . .
 - Use Digital Media Equipment such as cameras, tripods, audio microphones, and editing software.
 - Transfer files from the camera to a computer for editing.
 - Edit media using the video editing software
 - Create storyboards and scripts to portray their films in the best possible way.
 - Plan a video from conception to completion
 - Execute the plan and make any changes necessary to enhance the quality of the project.

COURSE SYLLABUS

Course Name

Digital Media

Level

Elective

Prerequisites

N/A

General Description of the Course

Digital Media is a semester-long course offered to students in grades 10, 11, and 12. This course provides interested students with the ability to create and produce videos that demonstrate a wide range of understanding and ability. Students will learn to use professional level cameras while incorporating the use of the video editing software, to create engaging and effective videos. The class emphasizes the process of organizing and creating a video and focuses on filming and editing content that the students are passionate about. Students will come away learning how to create videos from conception, and execute them to the finished product. Students will complete various projects including: Basic use of a Camera, Basic Video Editing, Basic Sound Editing, Planning and Writing a Script.

Assured Assessments

Formative Assessments:

- Partner Evaluations
- Class Participation

Summative Assessments:

- Commercial or Advertisement Project
- Streaming/Podcasting Media Specialist Project
- News Interview Project
- Public Service Announcement Project

Supplemental Texts

- Students complete several research Web Quests that teach them various aspects of Digital Media in projects. There is a research assignment for each project in the class and students are graded on their ability to find the answers on the research docs.

Unit 1

Introduction to Classroom & Equipment Safety

Unit Goals

At the completion of this unit, students will:

Understand how to work safely in the Digital Media Classroom as well as with the Digital Media equipment. Students will also understand the safety procedures utilized in the Digital Media classroom.

DVP.02.01	Demonstrate fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.*(B4)
DVP.02.02	Describe the fundamentals of step ladder safety.*(B5)
DVP.02.03	Identify proper methods of transport and storage for appropriate production and personal equipment.*(B6)
DVP.02.04	Describe and apply fundamentals of cable safety.*(B7)

Unit Essential Questions

- Why is it important that everyone understands and follows the safety procedures in and around the lab?
- How to work safely within the Digital Media Production room?
- How do you safely use digital media production equipment?

Unit Scope and Sequence

- General studio safety
- Equipment safety
- Digital media/internet use safety and ethics
- Uploading files to the editing software

Unit Assured Assessments

Formative Assessments:

- Practice video- Students will take a video of anything they choose around the classroom and upload the video to the Video Editing Software for the first time.

Summative Assessments:

- A written assessment covering specific lab safety procedures for class.
- Digital Media Classroom Safety Quiz
- Parent Signature Form

Resources

Core

- Video Editing Software (Adobe Premiere)

Supplemental

- Provide note taking sheets for safety procedures

Time Allotment

- Approximately 1-2 Weeks

UNIT 2

Cinematic Principles, Media Components and Concepts of Digital Media

Unit Goals

At the completion of this unit, students will:

Be able to describe and apply fundamental camera operations and shot types they can utilize in their projects. Understand the principles of movement, and composition and how they can affect a shot. As well as identify and understand the technological literacy of video production such as frame rate, file compression, and formatting.

DVP.05.01	Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.*(E18)
DVP.05.02	Describe dolly, truck, pan, and tilt as it relates to camera movements.*(E19)
DVP.05.03	Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.*(E20)

DVP.05.04 Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.*(E21)

DVP.07.01 Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.*(G27)

Unit Essential Questions

- Why are some file formats better than others in Digital Media?
- What is Digital Media, and why is it important to communicate visually?
- Why is it important to understand all of the Camera Operations and settings?
- Why is it important to understand the screen size and resolution in Digital Media?

Unit Scope and Sequence

- Filming styles and shot types
- Camera settings and operations
- Tripod usage to stabilize shots
- Depth of field and zoom functions
- Screen resolution and Aspect ratios
- File formats and compressing files

Unit Assured Assessments

Formative Assessments:

- Teacher meetings, check ins & exit slips
- Shoot various shots with different shot types such as: zoom at differing levels. Upload files and compare which shots captured the area best.
- Shoot various shots with different tripod setups such as: tripod, monopod, and dolly. Upload files and compare which shots captured the area best.
- Complete the Know your Camera Worksheet, where students will identify on a worksheet the Camera Parts and their applications.
- Complete the Know your Tripod Worksheet, where students will identify on a worksheet the Tripod Parts and their applications.

Summative Assessments:

- Know your Camera and Tripod Assessment: students will identify the parts and how their usage can change a shot.

Resources

Core

- Video Editing Software (Adobe Premiere)

Time Allotment

- Approximately 2-3 Weeks

UNIT 3

Pre-Production of Digital Media

Unit Goals

At the completion of this unit, students will:

Be able to Identify a target audience and develop a storyboard that will captivate that audience. Evaluate a shooting location to fit the planning done in the storyboarding process. Demonstrate the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.

DVP.03.01	Identify a target audience and design an appropriate message for the target market.
DVP.03.02	Describe the process used for concept development/treatment.
DVP.03.03	Identify and describe the script elements of storyboarding, two column, and screenplay format.
DVP.03.04	Define and describe the legal concerns of copyrights, ethics, releases, and royalties.
DVP.03.05	Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.
DVP.03.06	Evaluate a shooting location in terms of lighting, sound, production and equipment needs, and electrical essentials.

Unit Essential Questions

- What is a target audience?
- How do you design a message that is appropriate for a target audience?
- What are the essential elements of a script and storyboarding?
- How to choose a shooting location to optimize lighting and sound?
- How to stay within the limitations of a budget?

Unit Scope and Sequence

- Identify a Target Audience

- Brainstorm concepts
- Create a script
- Create a storyboard
 - Planning through the Daily Log Document
- Evaluate shooting location
- Identify budget and deadline restrictions

Unit Assured Assessments

Formative Assessments:

- Teacher meetings, check ins & exit slips
- Students will identify and find examples of the basic elements of the design process and principles
- Daily Log - includes brainstorming, script, and storyboarding process.
- Partner Evaluations

Summative Assessments:

- Storyboard creation
- Script creation
- Video budget
- Research project- WebQuest identifying how to create a script, storyboard, shooting locations, lighting, and budgets
- Public Service Announcement Project

Resources

Core

- Video Editing Software (Adobe Premiere)

Supplemental

-

Time Allotment

- Approximately 3-4 Weeks

UNIT 4

Production of Digital Media

Unit Goals

At the completion of this unit, students will:

Identify and describe the elements of production to effectively capture the intended shot. Understand lighting and audio principles and execute techniques to maximize lighting and audio quality in a shot. Understand the equipment and personnel necessary for producing audio and how to capture the best audio possible in a field and studio production environment.

DVP.04.01	Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.
DVP.04.02	Describe the various types of sound equipment and techniques used with handheld, lavalier, shotgun, condenser, omni, and directional methods.
DVP.04.03	Describe the equipment and personnel necessary for producing a studio production.
DVP.04.04	Describe the equipment and personnel necessary for producing a field production.

Unit Essential Questions

- How do you factor lighting into the evaluation of a shooting location?
- How do you factor sound into the evaluation of a shooting location?
- What are the differences between field and studio production?
- How does the equipment you use vary between field and studio production?

Unit Scope and Sequence

- Utilizing different types of Lighting for different types of shots
- Assessing the sound quality of a location
- Understanding the equipment needed for Field Production
- Understanding the equipment needed for Studio Production

Unit Assured Assessments

Formative Assessments:

- Teacher meetings, check ins & exit slips
- Daily Log
- Partner Evaluations
- What is Lighting? Worksheet

Summative Assessments:

- Research Project
- Maximizing Audio, Presentation
- Creating a Podcast, Presentation
- Streaming/Social Media Page, Presentation
- How to interview? Presentation

Resources

Core

- Image Editing Software (Adobe Photoshop)
- Video Editing Software (Adobe Premiere)

Supplemental

-

Time Allotment

- Approximately 5-6 Weeks

UNIT 5

Post Production in Digital Media

Unit Goals

At the completion of this unit, students will:

Be able to identify and describe the elements of post-production to effectively deliver a message. Students will learn how to import and edit Digital Media. Through Video Editing Software Tools, students will change their Digital Media by adding elements like graphics, transitions, and voice overs.

DVP.06.01	Create graphics and titles appropriate to the project.*(F22)
DVP.06.02	Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.*(F23)
DVP.06.03	Describe and apply import, file, and asset management.*(F24)
DVP.06.04	Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.*(F25)
DVP.06.05	Edit audio for voice over, sound levels, music, and sound effects with application software.*F26)

Unit Essential Questions

- How do you edit images in Video Editing Software?
- How can the addition of graphics, transitions, and audio voice overs enhance the quality of Digital Media?
- How do you import Digital Media?

Unit Scope and Sequence

- Import Digital Media onto a Video Editing Software
- Edit and Finalize video by adding transitions, effects, and graphics
- Edit audio for optimal sound as well as adding voice overs

Unit Assured Assessments

Formative Assessments:

- Teacher meetings, check ins & exit slips
- Graphics creation
- Remove Backgrounds
- Animations creation
- Audio manipulation
- Daily Log
- Partner Evaluations

Summative Assessments:

- Video Editing Software presentation
- Research Project
- Commercial/Advertisement Project

Resources

Core

- Video Editing Software (Adobe Premiere)
- Image Editing Software (Adobe Photoshop)
- Added Effect Software (Adobe After Effect)

Supplemental

-

Time Allotment

- Approximately 3-4 Weeks

CREDIT

One-half credit in Technology Education
One class period daily for a half year

PREREQUISITES

N/A

CURRENT REFERENCES

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Critical Thinking/Problem Solving & Communication Rubrics
- Digital Media Group Participation Rubric
- Digital Media Project Assignment Rubric
- Digital Media Daily Log Rubric
- Digital Media Research Rubric
- Final Examination Grading Criteria

Digital Media Group Participation Rubric (Each Unit contributes 5 points to overall grade)

5

- Participates daily in class discussions
- Responds to and builds on other students' ideas
- Offers insightful ideas to assist the group in completing assignments
- Respects and actively listens to others' ideas/opinions

4

- Participates frequently in class discussions
- Responds to other students' ideas
- Sometimes offers to ideas the group
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers ideas to the group
- Sometimes distracted or inattentive to others' ideas/opinions

2

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not assist group in any way
- Distracted or inattentive to others' ideas/opinions

1-0

- Defiantly refuses to participate in class discussions, even when called upon by instructor
- Disruptive during class discussion
- Disrespectful to others' opinions/idea

Digital Media Daily Daily Log Rubric
(Each Project contributes 5 points to overall grade)

5

- Participates daily in class discussions
- Responds to and builds on other students' ideas
- Offers insightful ideas to assist the group in completing assignments
- Respects and actively listens to others' ideas/opinions
- Provides clear descriptions of the tasks each group member completed during class.
- Completes all five Exit Tickets

4

- Participates frequently in class discussions
- Responds to other students' ideas
- Sometimes offers to ideas the group
- Respects and listens to others' ideas/opinions
- Provides some information about the tasks each group member completed during class.
- Completes four Exit Tickets

3

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers ideas to the group
- Sometimes distracted or inattentive to others' ideas/opinions
- Provides insight into what the group did overall but not listing the tasks each group member completed during class.
- Completes three Exit Tickets

2

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not assist group in any way
- Distracted or inattentive to others' ideas/opinions
- Provides little information about the groups completed work for the day.
- Completes two Exit Tickets

1-0

- Defiantly refuses to participate in class discussions, even when called upon by instructor
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas
- Provides no information about the groups completed work for the day.
- Completes one or no Exit Tickets

Digital Media Project Rubric
(Each Project contributes 5 points to overall grade)

5

- Meets all requirements for minimum time allotted
- Meets all requirements for minimum number of effects
- Portrays the style of video in a way that follows the expected plot lines for the specific project.

4

- Meets all requirements for minimum time allotted
- Meets all requirements for minimum number of effects
- Portrays the style of video in a way that resembles the expected plot lines for the specific project.

3

- Meets most requirements for minimum time allotted
- Meets most requirements for minimum number of effects
- Portrays the style of video in a way that resembles the expected plot lines for the specific project.

2

- Meets some requirements for minimum time allotted
- Meets some requirements for minimum number of effects
- Portrays the style of video in a way that resembles the expected plot lines for the specific project.

1-0

- Does not meet any requirements for minimum time allotted
- Does not meet any requirements for minimum number of effects
- Portrays the style of video in a way that does not resemble the expected plot lines for the specific project.

Digital Media Research Rubric
(Each Project contributes 5 points to overall grade)

5

- Meets all requirements for completing the entire Research Document for the Assigned Project
- Meets all requirements on articulate answers and shows a great understanding of the topic that was researched and finds supportive evidence that backs up their claims.
- Meets all requirements on providing source evidence of where they obtained the information they researched.

4

- Meets all requirements for completing the entire Research Document for the Assigned Project
- Meets all requirements on articulate answers and shows a great understanding of the topic that was researched and finds supportive evidence that backs up their claims.
- Meets some requirements on providing source evidence of where they obtained the information they researched.

3

- Meets all requirements for completing the entire Research Document for the Assigned Project
- Meets some requirements on articulate answers and shows a great understanding of the topic that was researched and finds supportive evidence that backs up their claims.
- Meets some requirements on providing source evidence of where they obtained the information they researched.

2

- Meets some requirements for completing the entire Research Document for the Assigned Project
- Meets some requirements on articulate answers and shows a great understanding of the topic that was researched and finds supportive evidence that backs up their claims.
- Meets some requirements on providing source evidence of where they obtained the information they researched.

1-0

- Does not meet any requirements for completing the entire Research Document for the Assigned Project
- Does not meet any requirements for articulate answers and shows a great understanding of the topic that was researched and finds supportive evidence that backs up their claims.
- Does not meet any requirements for providing source evidence of where they obtained the information they researched.

VISION OF THE GRADUATE- COMMUNICATION & EXPRESSION 9-12

Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
PURPOSE Express ideas in alignment with the intended purpose	Does not demonstrate an understanding of the purpose. Purpose is not identified and/or unclear.	Partially expresses ideas in alignment with the purpose. Purpose is somewhat identified but not fully articulated.	Expresses ideas in alignment with the purpose. Purpose is identified and articulated.	Clearly expresses ideas in alignment with the purpose. Purpose is identified and clearly articulated and enhanced. Makes connections beyond the stated purpose.
AUDIENCE Demonstrate awareness of audience	Demonstrates little to no awareness of the audience. Language and content are inappropriate and/or ineffective for the audience.	Partially demonstrates awareness of the audience. Language and content are appropriate but may not help the audience understand the topic/position.	Demonstrates an awareness of the audience. Language and content are appropriate and helps the audience understand the topic/position.	Clearly demonstrates a complete awareness of audience by connecting to audience and adjusting as needed. Engages with and responds to audience in a developmentally appropriate manner. Language and content are appropriate and precise which helps the audience further understand the topic/position.
ORGANIZATION Organize and support ideas	The organizational structure is not effective for the intended purpose. The topic/position is unfocused and/or not supported. Details are irrelevant.	Partially expresses ideas in alignment with the purpose. Purpose is somewhat identified. The topic/position is somewhat unfocused and/or minimally supported by details.	Effective organizational structure supports the intended purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the purpose. Purpose is clearly identified and connections are made beyond the stated purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.
LISTENING Summarizing/paraphrasing/imitating where appropriate, and asking questions	Does not listen to or observe others. Unable to ask relevant questions. Cannot paraphrase/restate / the presenter's message.	Partially listens to, observes, and responds to others. Asks limited or no questions. Paraphrases/restates / imitates presenter with inaccuracies.	Listens to, engages, and responds to others. Asks appropriate questions. Demonstrates understanding by accurately paraphrasing/restating / imitating the speaker's message.	Actively listens to, engages with, observes and responds to others. Ask questions that indicate an interest to learn more and further understanding. Demonstrates understanding by accurately paraphrasing/ restating the speaker's message and expanding upon the ideas presented.

VISION OF THE GRADUATE- Critical Thinking/Problem Solving 9-12

Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives.	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives.	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model, or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan, model or strategy to solve a problem	Shows innovative and creative thinking to solve a problem.
Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence.	Difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results
Draws evidence-based conclusions, reflects on the solution and adjusts as needed	Solution is inadequately supported by evidence, inaccurate analysis of data and relevant information	Solution is supported with some evidence, limited analysis of data and relevant information	Solution is accurately supported by evidence the student draws/ demonstrates generally accurate conclusions based on appropriate evidence.	Shows extensive, thoughtful and reflective thinking on how a problem is solved and adjusts as needed. Solution is thorough accurate, and evidence-based