

# ASSESSMENT

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## Assessments

Through conversation and interaction, students will demonstrate their understanding.

Throughout the building process, students will document their learning in a portfolio style of their choosing to provide formative evidence of understanding.

They will create their world in Fortnite Creative as a way of showing a summative grasp of the topic.

They will also disseminate what they know to their peers and teachers verbally as part of a demonstration either in person or through video.

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## Rubric

### TIMELINE PROJECT ASSESSMENT RUBRIC

	<b>Developing</b>	<b>Competent</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Project Content / Learning Objectives</b>	Timeline design does not show an understanding of the goals or learning objectives.	Timeline design shows a basic understanding of the goals and a basic demonstration of learning objectives.	Timeline design reflects understanding of the goals and a demonstration of desired learning objectives.	Timeline design reflects understanding and synthesis of the goals, and a mastery of the learning objectives.
<b>Project Development</b>	Timeline design does not work, or is only partially complete, preventing its intended use.	Timeline design demonstrates basic functionality, and is mostly complete.	Timeline design functions in the way the student intended and is complete.	Timeline design is functional and refined, with extra features that exceed expectations.
<b>Project Aesthetics/ Design</b>	Timeline design requires more attention to the look and feel of the experience, as well as the general design.	Timeline design shows some attention to aesthetics and thoughtful design, but is incomplete or lacking in some aspects of layout and design.	Timeline design is well organized and pleasing to the eye; easy to navigate and understand. Demonstrates thoughtful design.	Timeline design is well organized, makes good use of space; great use of available and user-created assets; world is inviting and thoughtful, and intentional design is apparent.
<b>Reflection</b>	Student demonstrates difficulty describing the intent of the timeline design.	Student can mostly describe/ reflect upon the basics of the timeline design.	Student provides a thoughtful reflection/ explanation of the timeline design and how it relates to the desired learning outcomes.	Student can describe the timeline design in great detail, demonstrating a depth of understanding that exceeds expectations.