

## Lesson 3 Rubric

The rubric below is a good way to check if you are including in your creation the key parts required. It also helps you see what a high quality creation looks like.

|           | Rubric's<br>Component   | 4   | 3   | 2  | 1  | Student's<br>Score |
|-----------|---|---|---|--|--|--------------------|
| ()<br>Bra | 2 - 3 thinking<br>traps are<br>clearly shown                                | 2 - 3 thinking<br>traps are<br>defined and<br>shown in some<br>clear and<br>detailed way                | 2 - 3 thinking<br>traps are<br>defined and<br>shown in a<br>somewhat<br>clear basic<br>way                        | 1 thinking trap is<br>defined and<br>shown in a<br>somewhat clear<br>basic way or 2 - 3<br>in a vague and<br>unclear way   | Unclear<br>what<br>thinking<br>traps are<br>being<br>shown   |                    |
|           | Example of<br>each thinking<br>trap is shown                                | Each thinking<br>trap shown<br>has an<br>entertaining,<br>interesting<br>example to<br>accompany it     | Each<br>thinking trap<br>shown has a<br>somewhat<br>entertaining,<br>interesting<br>example to<br>accompany<br>it | All but 1 of the<br>thinking traps shown<br>has an entertaining,<br>interesting example<br>to accompany it or<br>each thinking trap<br>has an example to<br>accompany it but it is<br>not entertaining or<br>interesting | No<br>examples<br>of thinking<br>traps<br>shown or<br>examples<br>are unclear  |                    |
|           | How digital<br>well-being is<br>hurt by each<br>thinking trap<br>is evident | How digital<br>well-being<br>being is hurt<br>by thinking<br>traps is clearly<br>shown and<br>explained | How digital<br>well-being<br>being is hurt<br>by thinking<br>traps is<br>somewhat<br>shown and<br>explained       | How digital well-<br>being being is hurt<br>by thinking traps<br>is vaguely shown<br>and explained   | How<br>digital<br>well-being<br>being is<br>hurt by<br>thinking<br>traps is<br>not clearly<br>shown and<br>explained<br>or only<br>done for<br>some<br>thinking<br>traps |                    |
|           | Creative,<br>catchy<br>storyline  | Storyline is<br>intriguing,<br>entertaining,<br>shows great<br>imagination                              | Storyline is<br>somewhat<br>intriguing,<br>entertaining,<br>shows some<br>imagination                             | Storyline lacks<br>imagination and<br>excitement.  | Storyline is<br>not<br>entertainin<br>g and does<br>not show<br>imaginatio<br>n.   |                    |

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|---|--|---|--|---|--------------------|
| Rubric's<br>Component   | 4  | 3   | 2  | 1   | Student's<br>Score |
| 60 - 90<br>seconds long<br>Infomercials: 1<br>- 3 minutes<br>Podcasts: 10 -<br>20 minutes | Time minimum<br>and maximum<br>are followed<br>and well<br>utilized (no<br>dead time or<br>evident time<br>wasters)  | Time minimum<br>and maximum<br>are followed<br>and well<br>utilized, but a<br>little dead time<br>and/or evident<br>time wasters  | Slightly<br>under the<br>minimum<br>time<br>requirement<br>or over the<br>maximum<br>time<br>requirement   | Grossly under<br>the minimum<br>time<br>requirement<br>(more than half<br>the time under)<br>or grossly over<br>the maximum<br>time<br>requirement<br>(more than half<br>the time over) |                    |
| Culturally<br>relevant and<br>appealing   | Applies and is<br>relatable to<br>today's culture<br>in terms of<br>storyline,<br>cultural<br>practices and<br>habits,<br>language,<br>trends, etc. Very<br>appealing to<br>watch. | Applies and is<br>somewhat<br>relatable to<br>today's culture<br>in terms of<br>storyline,<br>cultural<br>practices and<br>habits,<br>language,<br>trends, etc.<br>Somewhat<br>interesting to<br>watch. | Lacks clear<br>awareness of<br>culture in<br>how content<br>was<br>portrayed.<br>Has little<br>appeal to<br>watch.                                       | Is not<br>relatable to<br>today's<br>culture in its<br>storyline and<br>has vague or<br>unclear<br>references to<br>our culture's<br>practice. Not<br>appealing to<br>watch.            |                    |
| Shows how to<br>overcome<br>each thinking<br>trap featured                                | Shows and<br>explains<br>clearly in their<br>content<br>creation how<br>people can<br>overcome<br>EACH thinking<br>trap they're<br>covering  | Shows and<br>explains<br>clearly in their<br>content<br>creation how<br>people can<br>overcome at<br>least 1 thinking<br>trap they're<br>covering   | Shows but<br>doesn't<br>explain or<br>explains but<br>doesn't show<br>how people<br>can<br>overcome at<br>least 1<br>thinking trip<br>they're<br>covered | Mentions or<br>doesn't show or<br>explain how<br>people can<br>overcome any<br>of the thinking<br>traps covered   |                    |
| Original/self-<br>created   | Very unique<br>and first of its<br>kind in how<br>it's done<br>and/or<br>presented   | Unique and<br>first of its kind<br>in how it's<br>done and/or<br>presented  | Somewhat<br>unique and<br>first of its<br>kind in how<br>it's done<br>and/or<br>presented  | Not unique or<br>original. It<br>seems to<br>have taken<br>ideas from<br>elsewhere or<br>just lack<br>original ideas.   |                    |

\*The overall score is only applicable if you are grading these creations.

## **Overall Score:**