

Australian Colonies

Video Diary Assessment

Student Name: _____

Date: _____

	Developing Achievement	Sufficient Achievement	Extended Achievement
Students show understanding of daily life during early Australian colonial times.	Students show limited understanding of daily life during early Australian colonial times.	Students show sufficient understanding of the different aspects of daily life during early Australian colonial times.	Students show a vast and extended understanding of the different aspects and features of daily life in the colonies.
Students identify specific characteristics of their chosen character and how their life is affected by issues around them.	Students have limited understanding of their chosen character and the life they live, and have no understanding of the issues surrounding them.	Students show a sufficient understanding of their character and the issues they are being faced with in the colonies.	Students have a depth of knowledge and understanding of the issues facing their character in the colonies and have identified specific characteristics of their person as valid for the time and place.
Students include and understand the reasons why their chosen character migrated to Australia.	Students show no or little understanding of the reasons behind their character migrating to Australia.	Students have sufficient understanding of why their character may have moved to Australia.	Students have an extended understanding of the reasons behind their characters move to Australia including personal and institutional.
Students identify appropriate questions to use in their historical inquiry and can locate relevant sources of information.	Students identify less than three appropriate questions to use in their inquiry.	Students identify three appropriate questions to use in their historical inquiry.	Students identify three questions to use in their historical inquiry but also lend themselves to further research and understanding.
Students develop a series of creative writing video diary entries using their research.	Students create insufficient diary entries (less than four) and show no evidence of research or creative thinking.	Students write four well thought out diary entries using their research and creative writing skills to tell a story of their character.	Students use extensive research and knowledge to write four creative diary entries that give the audience a thorough understanding of the character and the time period they are in, and what they are going through.
Students use correct spelling and grammar in the written versions of their diary entries.	Students make numerous spelling and grammar errors and provide insufficient editing evidence.	Students make some spelling and grammar errors, however show sufficient editing of their work.	Students complete extensive editing and produce a final copy with no spelling or grammar errors.
Students show knowledge and understanding of using the digital technologies to create their video diary entries.	Students are unable to use the digital technologies independently.	Students have sufficient understanding of using the digital technologies and are able to use them independently for the majority of the time.	Students have a solid understanding of the digital technologies implemented and are able to work independently and offer assistance to other students.
Students write a clear oral introduction to their video diaries and present it showing all aspects of correct oral presentation technique (standing still, making eye contact and speaking clearly.)	Students write a short introduction, giving little or no explanation/background information of their character and employ poor oral presentation techniques.	Students write a clear introduction giving basic background information about their character. Students show sufficient oral presentation skills by speaking clearly and not fidgeting.	Students write a detailed introduction and give the audience a good overview of their character including characteristics and personality etc. Student speaks clearly and with confidence, makes eye contact with the audience and does not move around or fidget.

Comments:
