**Comic Re-Invention Rubric**

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|  | **4** | **3** | **2** | **1** |
| **Sequential Narrative** | Pictures are arranged in a logical, clear, sequential order that conveys a complete narrative. | Pictures are arranged in a mostly logical, clear, sequential order that conveys a complete narrative. | Pictures are arranged in a somewhat logical, clear, sequential order that conveys a narrative. The narrative may at not be complete or may be unclear in places. | Pictures are arranged in such a way that there is not a sequential narrative that a reader can follow. While parts of the sequence might convey meaning, the entire sequence as a whole is confusing and unclear. |
| **Intention (Written Sequence)** | The written sequence clearly matches the sequential narrative. Any variations between sequential story and written portion are minimal and easily understood by the reader. | The written sequence matches the sequential narrative for the most part. Variations between sequential story and written portion are understood by the reader. | The written sequence matches the sequential narrative somewhat. Variations begin to be difficult to understand or the sequential narrative is too vague to clearly establish what was included in the written portion. | The written sequence and the sequential narrative rarely align. What the creator intended was not achieved through the sequential narrative. |
| **Domain Specific Vocabulary** | Students regularly and accurately use domain specific vocabulary when explaining the choices they made while constructing their sequential narrative. | Students use domain specific vocabulary when explaining the choices they made while constructing their sequential narrative. Use is mostly accurate. | Students sometimes use domain specific vocabulary when explaining the choices they made while constructing their sequential narrative. AND/OR Use is only somewhat accurate. There are certain aspects of the vocabulary that the student does not understand. | Students rarely use domain specific vocabulary when explaining the choices they made while constructing their sequential narrative. AND/OR Use is rarely accurate. There are distinct issues with vocabulary acquisition. |
| **Application** | Student explanations of sequential narrative choices demonstrate a complete understanding of the applications of graphic elements. Choices were made intentionally to achieve a particular goal. | Student explanations of sequential narrative choices demonstrate a mostly complete understanding of the applications of graphic elements. Choices were made with some intention to achieve certain goals. | Student explanations of sequential narrative choices demonstrate some understanding of the applications of graphic elements. Choices may not have been intentional but they still achieved certain goals. | Student explanations of sequential narrative choices demonstrate little understanding of the applications of graphic elements. Choices were not intentional in if choice did achieve certain goals. |