NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLASS\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comic Strip of Newton’s Laws of Motions**

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| --- | --- | --- | --- |
| CATEGORY | **Great! (4-5 pts)** | **Okay (2-3 pts)** | **Poor (0-1 pts)** |
| **Accuracy of Content** | All comics accurately portray the intended law | 2 comics portray the intended law | 1 comic portrays the intended law |
| **Text** | Speech relates to the illustration and clearly communicates, in detail, the action in the scene. All words are typed. Laws are easy to identify | Speech relates to the illustration and clearly communicates the action in the scene. A few parts are hard to understand or follow, most words are typed. Laws can be identified | Speech relates to the illustration, however, not enough information is given to clearly identify the actions of the scene. Words not typed. Laws difficult to identify |
| **Comic strip format** | Used comic strip boxes and conversation bubbles throughout entire project | Used comic strip boxes and conversation bubbles in parts of project. | Did not use comic strip boxes and conversation bubbles |
| **Story Elements** | Story elements (characters, setting, problem, solution, events) are present. Characters completely unique | Most story elements are present. Clarity and accuracy may be missing in some areas. Characters imitate previous characters | Many story elements are missing or inaccurately stated or no clear story attempt is made. Characters copied from other comics, movies, etc. |
| **Illustrations** | Original illustrations are detailed and help the reader understand the story. | Illustrations are original but details are often missing and do not help the reader understand the story. | No illustrations are created. |
| **Neatness** | The final draft of the comic is readable, clean, neat and attractive. | The final draft of the story is readable and some parts are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
| **Language Use/Grammar** | Few, if any grammatical or punctuation errors that do not interfere with understanding. (0-1) | Some grammatical or punctuation errors present, but rarely interferes with understanding. (2-5) | Multiple grammatical or punctuation errors that often interfere with understanding. (5 or more) |

Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/35 Final Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_