ReadBox Project
Graphic Novel/ Comic Rubric

Name: _____ Date: _____ Class: _____				Your score/ Mark _____
Starting point	The graphic novel/ comic cover is the first thing to be seen. The scene(s) that the student depicted are clearly visible. Student's name (first and last), form, date, comic title + subtitle, author and publisher. This should be centred and should form the starting point of your Graphic Novel/ Comic.	The graphic novel/ comic cover is the first thing to be seen. 5 out of six items are mentioned (Student's name (first and last), form, date, comic title + subtitle, author and publisher). This should be centred and should form the starting point of your Graphic Novel/ Comic.	4 out of six items are mentioned (Student's name (first and last), form, date, comic title + subtitle, author and publisher). This frame is not centred and does not form the starting point of your Graphic Novel/ Comic.; it is used a later stage.	3 out of six items are mentioned (Student's name (first and last), form, date, comic title + subtitle, author and publisher). This frame is not centred and does not form the starting point of your Graphic Novel/ Comic; it is used a later stage.	_____/05__
Main characters & setting	The main characters are clearly identified by the student and their actions and dialogues harmonise well with their actions and dialogues from the original book/ text. The student can accurately identify where and when the story took place The student can show how the setting is important to the plot (for example the mood of the story).	The main characters are clearly identified by the student and their actions and dialogues harmonise with their actions and dialogues from the original book/ text. The student can identify where and when the story took place and can provide the reader with some details. The student can show how the setting is important to the plot.	The main characters are identified by the student, but their actions and dialogues do not always harmonise with their actions and dialogues from the original book/ text. The student can identify where and when the story took place but can hardly give any details about it.The student has problems in showing how the setting is important to the plot.	The main characters can be identified by the student, but their actions and dialogues do not harmonise with their actions and dialogues from the original book/ text. The student cannot identify where or when the story took place.The student cannot show how the setting is important to the plot.	**main characters** _____/10__ **setting** _____/05__

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	Exceeded expectations	Met most expectations	Met some Expectations	Did not meet expectations	Your score/ Mark _____
Content	**30-25 pts** The created content of the Graphic Novel/ Comic is excellent. It has a deeper meaning and reflects the mood, theme and setting of the book. The plot is revealed just enough to make the reader want to read the original book/ text, without giving away the storyline. The Graphic Novel/ Comic is easy to follow. The product shows superior evidence of book research; the student took great pride in it.	**24-16 pts** The created content of the Graphic Novel/ Comic is good and has a deeper meaning. The Graphic Novel/ Comic reflects the mood, theme and setting of the book. It provides enough information on the plot without giving away the storyline. There is a logical progression of ideas and supporting information. At one point the Graphic Novel/ Comic is a little too revealing. Graphic Novel/ Comic is easy to follow. The content has accurate and useful details based on the book. (Characters, plot, setting etc.) Good effort is shown; it looks like the student took some pride in it.	**15-11 pts** The created content of the Graphic Novel/ Comic is mostly inadequate and misses a a deeper meaning. Graphic Novel/ Comic does not reflect the mood, theme and setting of the book. Some of the content does not seem to fit or too much of the plot is revealed; details are not always accurate or based on the book. (Characters, plot, setting etc.) The reader gets the feeling that he/ she does not have to read the book anymore. The content is sometimes inappropriate. The product shows little evidence of book research. This product needs editing.	**10-0 pts** The created content of the Graphic Novel/ Comic lacks a clear point of view and is inappropriate. It has no deeper meaning; details based on the book (Characters, plot, setting etc.) are mostly inaccurate/ incomplete or even misleading. The Graphic Novel/ Comic does not reflect the mood, theme and setting of the book at all or all of the plot is revealed. There is an illogical progression of ideas and supporting information. The reader does not have to read the book anymore; the entire plot is revealed in the Graphic Novel/ Comic. There is hardly any/ no evidence of transitions. The content is inappropriate. The product shows no evidence of book research. This product clearly needs editing.	____/30__

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	Exceeded expectations	Met most expectations	Met some Expectations	Did not meet expectations	Score
Creativity: **(10) frames of the Graphic Novel/ Comic, lay-out & illustrations**	**15-12 pts** It is obvious that the student has put a great deal of thought into the lay-out and the creating of the detailed illustrations of the Graphic Novel/ Comic; his or her ideas are original, complex and 'out-of the-box'. The graphic novel/ comic is neatly presented on a poster or in a booklet. Ten frames are used and they clearly relate to the setting/ characters, plot, theme, tone, mood etc. and support the original book/ text. The illustrations cover 90 percent of each page and enhance the storytelling. There is a clear and effective use of various speech balloons, bubbles/ captions used appropriately with each illustration explaining the relation to the book.	**11-8 pts** The student has thought about the lay-out, understands the book and has used his/ her imagination. The student has composed quite an original Graphic Novel/ Comic; with creative illustrations and an eye for details/ descriptions, but some elements may not be excellent. The graphic novel/ comic is presented on a poster or in a booklet, but does not always look attractive and neat. Illustrations and frames used, relate to the setting/ characters, plot, theme, tone, mood etc. and support the original book/ text. The illustrations cover 90 percent of each page and enhance most of the storytelling. Various speech balloons, bubbles and captions are correctly used with or under each illustration explaining the relation to the book. .	**7-4 pts** The student has made an attempt at using his/ her imagination in creating the Graphic Novel/ Comic, although it is rather unoriginal; it did not quite work out. The graphic novel/ comic is presented on a poster or in a booklet, but does not look attractive and neat. The Illustrations and frames used, somehow relate to the setting/ characters, plot, theme, tone, mood etc. and support the original book/ text. The illustrations cover most of each page but do not enhance the storytelling. Speech balloons, bubbles and captions are used under each illustration explaining the relation to the book, sometimes incorrectly or out of place.	**3-0 pts** The student has composed an unoriginal piece of work; there is little evidence of imagination/ creativity and the lay-out does not fit the lay-out of a Graphic Novel/ Comic. Little or no effort is shown. The graphic novel/ comic is not presented on a poster or in a booklet, and does not look attractive and neat. Seven or less frames and illustrations are used. The illustrations/frames do not always relate to the setting/ characters, plot, theme, tone, mood etc. or support the original book/ text. The illustrations are present on each page and most of the time tell a different story. Speech balloons, bubbles and captions are used under each illustration explaining the relation to the book, sometimes clearly incorrectly or out of place and thus confusing to the reader.	____/15__

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	Exceeded expectations	Met most expectations	Met some Expectations	Did not meet expectations	Score
Quality of work	It is obvious that the student has put a great deal of thought into the flow of the Graphic Novel/ Comic; one frame follows logically after the other. The student's ideas are complex and demonstrate depth of knowledge. There is a logical progression of ideas and supporting information. Ideas are connected with clear, logical and effective transitions. The Graphic Novel/ Comic; is readable, neat, clean and attractive and is easy to follow. The Graphic Novel/ Comic; serves as a guide to promote his/ her book and has a wow factor.	The student has thought about the flow of the Graphic Novel/ Comic, understands the book and has composed quite an original Graphic Novel/ Comic; a good understanding of the book is present, but some elements may not be excellent. Ideas are mostly connected with good and effective transitions. The Graphic Novel/ Comic; is readable, neat, clean and attractive and serves as a guide.	The student has made an attempt at creating a flow of the Graphic Novel/ Comic, although it is rather unoriginal; and demonstrates limited understanding. The Graphic Novel/ Comic; did not quite work out. The organisation of the frames is sometimes disturbing/ confusing. There is an illogical progression of ideas and supporting information. There is little evidence of transitions. The Graphic Novel/ Comic; is readable, and some parts are attractive, but the Graphic Novel/ Comic; is sometimes difficult to understand. Some effort is shown; it looks like the Graphic Novel/ Comic; has been created in a hurry.	The student has composed an unoriginal Graphic Novel/ Comic and little or no understanding is demonstrated; ideas are vague and the organisation of the Graphic Novel/ Comic (the flow) does not work. Little or no effort is shown. The organisation of the frames is clearly disturbing/ confusing. The work is not presented in a neat or attractive way. The Graphic Novel/ Comic; is difficult to understand. It looks like the student just wanted to get it over and done with.	____/10__
Grammar & Mechanics (CUPS)	The student makes few, if any, errors in grammar, punctuation or spelling. He/ She uses complex and complete sentences. The sentence structure is excellent.	The student makes a couple of errors in grammar, punctuation or spelling that distract the reader, but the errors hardly interfere in the understanding. He/ She uses complete sentences. The sentence structure is good.	The student makes some errors in grammar, punctuation or spelling that distract the reader, but may interfere with the understanding the book. Not all of the sentences used are full sentences. The sentence structure is okay.	The student makes a lot of serious errors in grammar, punctuation or spelling, that distract the reader from the understanding the book. Most of the sentences used are incomplete sentences. The sentence structure is not always correct (incorrect word order).	____/10__

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	15-12 pts	**11-8 pts**	**7-4 pts**	**3-0 pts**	
Critical thinking skills: Reflection	The reflection consists of at least 150 words. The reflection contains the questions and correct and full answers to the questions. The answers are easy to understand and are plausible. The student has clearly thought about the creation of his/ her Graphic Novel/ Comic and has obviously read the book to gather information.	The reflection consists of 150-100 words. The reflection contains correct and full answers to the questions. The answers are easy to understand and are plausible. It may contain a few confusing sentences but the overall answer is clear. The student has utilised the book to gather information. The student has thought about the creation of his/ her Graphic Novel/ Comic and has read the book to gather information.	The reflection consists of 100-50 words. The reflection contains answers to most of the questions. The reflection is hard to read and understand. It does not flow and does not make sense. It is clear that the student finds it difficult to transfer the content of the book into the creation the Graphic novel/ Comic. The student has had some thought about the creation of his/ her Graphic Novel/ Comic and has hardly utilised the book to gather information.	The reflections consists of less than 50 words. Most of the answers are incomplete or not present. The reflection demonstrates lack of coherence; The reader cannot follow or understand the answers. The student has had some thought about the creation of his/ her Graphic Novel/ Comic but is not at the correct level. It is obvious that the student finds it difficult to transfer the content of the book into the creation of the Graphic novel/ Comic. Little or no attempt has been made to relate the created Graphic Novel/ Comic articles to the original book/ text.	_____/15__
End Result					**TOTAL SCORE** _____/100

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	Additional comments to help you improve your processing task.