

	<b>Developing (1)</b>	<b>Competent (2)</b>	<b>Proficient (3)</b>	<b>Score</b>
<b>Data Visualization</b>	Minimal use of tables, charts, visuals, and data to directly support the story's narrative. Visuals may have been difficult to quickly understand.	Significant use of tables, charts, visuals, and data to directly support the story's narrative. However, visuals may have been difficult to quickly understand.	Significant use of tables, charts, visuals, and data to support the story's narrative. Additionally, visuals were aesthetically pleasing, clear, and easy to quickly understand.	
<b>Clarity of Story and Exploration of Biases</b>	Minimal changes to the storyline, script, or data visualizations between the two segments do not convince viewers of different storylines. For example, if a viewer had just watched the piece in support of the men they may still be convinced that the men were guilty.	Significant changes to the storyline, script, or data visualizations between the two segments strongly support different storylines. For example, if a viewer had just watched the piece in support of the men the viewer would be in support of their innocence but could still have some doubts.	Data and storytelling were used to unequivocally convince viewers of different storylines. For example, if a viewer had just watched the piece in support of the men, the viewer would conclude that they were undoubtedly innocent.	
<b>Giving or Receiving Feedback</b>	When providing or receiving feedback, the student applies 1 of the best practices outlined below.	When providing or receiving feedback, the student applies 2 of the best practices outlined below.	When providing or receiving feedback, the student applies 3 of the best practices outlined below.	
<b>Total Rubric Score</b>				