**Checklist**

–giving feedback and reworking Instapoems –

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| --- | --- | --- | --- |
| The Criteria: | ☺  Aspects that you did well. | ☹  Aspects that need editing. | Additional Comments: |
| Overall structure: |  |  |  |
| The poem is designed in an Instagram-appropriate way, so it can be uploaded in one post. |  |  |  |
| The text and the illustration match and the caption/keyword complements both. |  |  |  |
| The student has chosen an appropriate description for the post e.g., using hashtag(s), smileys, or catchphrases. |  |  |  |
| The poem shows individuality and is easily recognised as an Instapoem. |  |  |  |
| The text: |  |  |  |
| The language and the topic can easily be accessed, and the poem is short enough for readers to understand the essence of the post while scrolling through their feed. |  |  |  |
| The student has managed to address the readers emotions or create a certain feeling/mood fitting the central message. |  |  |  |
| The reader can relate to the topic or even identify with it. |  |  |  |
| The visualization: |  |  |  |
| The visual makes the post stick out in the feed to attract attention and interest. |  |  |  |
| The student has created an illustration that complements the text and communicates the idea/message of the poem. |  |  |  |
| The different (multimodal) visual elements aid understanding. |  |  |  |
| Task fulfilment: |  |  |  |
| The student has shown an awareness of task, purpose, and audience. |  |  |  |
| The student has created an individual product (and marked it as such) that does not copy another author’s work (plagiarism!). |  |  |  |
| Safety & security: |  |  |  |
| The post does not break copyright law nor image or personal rights. |  |  |  |
| The post does not contain personal information (expect the student’s individual signature). |  |  |  |
| Language: |  |  |  |
| The student has used:  - the correct words. - the correct grammatical structures.  Always use a dictionary to check on meaning/spellings! |  |  |  |