

## Multimedia Rubric

Points	1	2	3	4	Total
<b>Curriculum Alignment</b>	No evidence of relationship to target curriculum; no reference to facts and properly documented resources. Users are not likely to learn from this product.	Some evidence of connection to target curriculum; a few references to facts and properly documented resources. Users find it difficult to learn from this product.	Adequate evidence of connection to target curriculum; clear references to facts and properly documented resources. Users can learn from this product.	Clear evidence of connection to target curriculum; frequent references to facts and properly documented resources. Users are likely to learn from this product.	
<b>Work Completed in the Classroom</b>	Less than 65% of the work was completed in the classroom.	65 - 79% of the work was completed in the classroom.	80 - 94% of the work was completed in the classroom.	95-100% of the work was completed in the classroom.	
<b>Teamwork</b>	The workload was not divided equally and few team members contributed their fair share.	Most team members participated in some aspect of the work, but workloads varied.	Most team members contributed their fair share of the work	The workload was divided and shared equally by all team members.	
<b>Organization of Content</b>	No logical sequence of information; Menus and paths to information are evident.	Some logical sequence of information, but menus and paths are confusing or flawed.	Logical sequence of information. Menus and paths to more information are clear and direct.	Logical, intuitive sequence of information. Menus and paths to all information are clear and direct.	
<b>Originality</b>	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.	

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<b>Subject Knowledge</b>	Subject knowledge is not evident. Information is confusing, incorrect or flawed.	Some subject knowledge is evident. Some information is confusing, incorrect or flawed.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.	
<b>Graphical Design</b>	Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas.	Graphical and multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention paid to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements.	Design elements and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other.	The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished with either alone. The mixture brings about synergy and dramatic effects, which reach the intended audience with style, pizzazz and elegance.	
<b>Mechanics</b>	Presentation has four or more spelling errors and/or grammatical errors	Presentation has three or more misspellings and/or grammatical errors.	Presentation has fewer than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	

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<p><b>Screen Design</b></p>	<p>Screens are both confusing and cluttered or barren and stark. Buttons or navigational tools are absent or confusing.</p>	<p>Screens are difficult to navigate, but some buttons and navigational tools work. Users can navigate a few screens.</p>	<p>Screens contain adequate navigational tools and buttons. Users can progress through screens in a logical path to find information.</p>	<p>Screens contain all necessary navigational tools and buttons. Users can progress intuitively through screens in a logical path to find information.</p>	
<p><b>Use of Enhancements</b></p>	<p>No video, audio, or 3-D enhancements are present or use of these tools is inappropriate</p>	<p>Limited video, audio, or 3-D enhancements are present. In most instances, use of these tools is appropriate.</p>	<p>Some Video, audio, or 3-D enhancements are used appropriately to entice users to learn and to enrich the experience. In some cases, clips are either too long or too short to be meaningful.</p>	<p>Appropriate amounts of Video, audio, or 3-D enhancements are used effectively to entice users to learn and to enrich the experience. Clips are long enough conveying meaning without being too lengthy.</p>	