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| **Multimedia Project : Poverty Website Rubric: 50 points**Teacher Name: **Mr. Eizyk** Student Names:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **5-4** | **3-2** | **2 -1** | **1 -0** |
| **ContentX 4** | -Student had a subject they researched and built a site on with 5 well made pages on it. - Included all the required information on the directions  | -Student had a subject they researched and built a site on with 5 pages on it pretty well made. - Most of the information on the directions | -Student had a subject they researched and built a site on with less than pages on it. - Missing lots of information | - Did not finish or follow the correct format.  |
| **Research Applied X 2** | Student used 5 different sources and documented sources 100% correctly  | Student used 4 different sources for their research and documented sources or errors in citation. | Student used only a few sources and/or did not document their sources well.  | No documentation or sources used  |
| **Visual Appeal. Grammar, and VideoX 2** | The balance of text and graphics correspond to the ability of the audience. Graphics and colors enhance the viewer's experience. Excellent video**-No Grammatical Errors**  | The balance of text and graphics do not quite correspond to the ability of the audience. Graphics and colors are present, and help to improve the viewer's experience. Good Video**-Few Grammatical Errors**  | The balance of text and graphics are somewhat inappropriate, considering the ability of the audience. Graphics and colors are present, but do not necessarily improve the viewer's experience. -**Many Grammatical Errors**  | The balance of text and graphics are inappropriate to the ability of the audience. Use of appealing graphics and colors is minimal. **-Buy a Dictionary!**  |
| **Ease of Navigation** **X 1** | Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.  | Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.  | Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.  | Some links do not take the reader to the sites described. A user typically feels lost.  |
| **Class Participation X 1** | Student worked quietly and on task on their website with their partner. | Student was mostly quiet and on task working on their site with their partner.  | Student had some issues being on task or quiet building their site. Some problem with visiting non related sites.  | Student wasted many a class minute in class, distracted others, or regularly visited non related sites.  |