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| **Website Design: Exploring the Ancient World through a 21st Century Lens**  Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_ |

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Home Page** | States a clear and consistent purpose or position for the website; demonstrates a thorough understanding of the topic and its relevance to the 21st century. | States a clear and consistent purpose or position for the website; demonstrates an understanding of the topic and its relevance to the 21st century. | States a position or purpose but does not clearly develop it; demonstrates a limited understanding of the topic and its relevance to the 21st century. | The position or purpose is not consistent or clear; lacks understanding of the topic and its relevance to the 21st century. |
| **Daily Life & Social Structure** | All information provided on the webpage is accurate and all the requirements of the assignment have been met. | Almost all the information provided on the webpage is accurate and all requirements of the assignment have been met. | Almost all of the information provided on the webpage is accurate and almost all of the requirements have been met. | There are several inaccuracies in the content provided by the students OR many of the requirements were not met. |
| **Culture** | All information provided on the webpage is accurate and all the requirements of the assignment have been met. | Almost all the information provided on the webpage is accurate and all requirements of the assignment have been met. | Almost all of the information provided on the webpage is accurate and almost all of the requirements have been met. | There are several inaccuracies in the content provided by the students OR many of the requirements were not met. |
| **Contributions & Legacy** | All information provided on the webpage is accurate and all the requirements of the assignment have been met. | Almost all the information provided on the webpage is accurate and all requirements of the assignment have been met. | Almost all of the information provided on the webpage is accurate and almost all of the requirements have been met. | There are several inaccuracies in the content provided by the students OR many of the requirements were not met. |
| **Useful Resources** | All links point to high quality, up-to-date, credible sites. The students provide a detailed explanation of the sources and identify whether they are primary or a secondary sources. | Most links point to high quality, up-to-date, credible sites. The students provide some explanation of the sources and identify whether they are primary or secondary sources. | Some links point to high quality, up-to-date, credible sites. The students provide a minimal explanation of the sources and identify whether some of the sources are primary or secondary. | The links are broken, do not exist or do not the links point to high quality, up-to-date, credible sites. Students do not provide any information about the sources. |
| **Bibliography** | All sources are cited using appropriate MLA format. | Most sources are cited using appropriate MLA format. | There are some errors in MLA format, but the students made an attempt to prepare an MLA bibliography. | No sources are provided or the student made no attempt to cite sources using MLA format. |
| **Support** | Throughout the website, the students provide thorough and meaningful support (examples, details, quotations, facts, etc.). | Throughout the website, the students provide adequate support (examples, details, quotations, facts, etc.). | Throughout the website, the students provide minimal support (examples, details, quotations, facts, etc.). | Throughout the website, the students provide little to no support (examples, details, quotations, facts, etc.). |
| **Conventions & Mechanics** | Website text follows rules of standard American English (ex: punctuation, capitalization, usage, spelling, grammar). | Website text follows rules of standard American English (ex: punctuation, capitalization, usage, spelling, grammar); errors are present but do not distract reader. | Website text follows rules of standard American English inconsistently; errors may distract reader. | Website text does not follow rules of standard American English; errors do distract reader. |
| **Communication & Collaboration (INDIVIDUAL SCORE)** | •Actively interacted, collaborated, and engaged with peers and others utilizing a variety of digital media. •Effectively communicated information and ideas to peers. •Consistently contributed to the project team to produce original work and solve problems. | •Frequently interacted, collaborated, and engaged with peers and others utilizing a variety of digital media.  •Reasonably communicated information and ideas to peers.  •Often contributed to the project team to produce original work and solve problems. | •Occasionally interacted, collaborated, and engaged with peers and others utilizing a variety of digital media.  •Irregularly communicated information and ideas to peers.  •Minimally contributed to the project team to produce original work and solve problems. | •Rarely interacted, collaborated, and published with peers and others utilizing a variety of digital media.  •Poorly communicated information and ideas to peers. •Seldom contributed to project teams to produce original work and solve problems. |
| **Work Ethic (INDIVIDUAL SCORE)** | Student always used classroom project time well. Conversations were primarily focused on the project and were held in a manner that typically did not disrupt others. | Student usually used classroom project time well. Most conversations are focused on the project and are held in a manner that typically did not disrupt others. | Student usually used classroom project time well, but occasionally distracted others from their work. | Student did not use classroom project time well OR typically was disruptive to the work of others. |
| **Graphics** | Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding. All graphics are appropriately linked and captioned. | Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding. Most graphics are appropriately linked and captioned. | Graphics are related to the theme/purpose of the site, and are of good quality. Some graphics are appropriately linked and captioned. | Graphics seem randomly chosen, are of low quality, OR distract the reader. Graphics are not appropriately linked and captioned. |
| **Navigation** | Links for navigation are clearly labeled and consistently placed. They 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 and allow the reader to easily move from a page to related pages (forward and back). 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 feels lost. | Some links do not take the reader to the sites described. A user typically feels lost. |
| **TOTAL SCORE** |  |  |  | **\_\_\_\_\_\_\_\_\_\_ / 48**  **+**  **EXTRA CREDIT: \_\_\_\_\_\_ / 4**  **= \_\_\_\_\_\_\_\_/ 48** |

\*Rubric created using Rubistar (<http://rubistar.4teachers.org>) and the Portland Secondary School Rubrics for Written Expression and Technology.