

## Website Design: Exploring the Ancient World through a 21st Century Lens

Student Name \_\_\_\_\_ Topic \_\_\_\_\_ Period \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Home Page</b>	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.
<b>Daily Life &amp; Social Structure</b>	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 most requirements of the assignment have been met.	Some all of the information provided on the webpage is accurate and some 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.
<b>Culture</b>	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 most requirements of the assignment have been met.	Some of the information provided on the webpage is accurate and some 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.
<b>Contributions &amp; Legacy</b>	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 most requirements of the assignment have been met.	Some of the information provided on the webpage is accurate and some 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.
<b>Useful Resources</b>	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.
<b>Bibliography</b>	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.
<b>Support</b>	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.).

<b>Conventions &amp; Mechanics</b>	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.
<b>Communication &amp; Collaboration (INDIVIDUAL SCORE)</b>	<ul style="list-style-type: none"> <li>•Actively interacted, collaborated, and engaged with peers and others utilizing a variety of digital media.</li> <li>•Effectively communicated information and ideas to peers.</li> <li>•Consistently contributed to the project team to produce original work and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>•Frequently interacted, collaborated, and engaged with peers and others utilizing a variety of digital media.</li> <li>•Reasonably communicated information and ideas to peers.</li> <li>•Often contributed to the project team to produce original work and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>•Occasionally interacted, collaborated, and engaged with peers and others utilizing a variety of digital media.</li> <li>•Irregularly communicated information and ideas to peers.</li> <li>•Minimally contributed to the project team to produce original work and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely interacted, collaborated, and published with peers and others utilizing a variety of digital media.</li> <li>•Poorly communicated information and ideas to peers.</li> <li>•Seldom contributed to project teams to produce original work and solve problems.</li> </ul>
<b>Work Ethic (INDIVIDUAL SCORE)</b>	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.
<b>Graphics</b>	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.
<b>Navigation</b>	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.
<b>TOTAL SCORE</b>				<p>_____ / 48</p> <p>+</p> <p><b>EXTRA CREDIT:</b> _____ / 4</p> <p>= _____ / 48</p>

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