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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.