Rubric for Evaluating Prezis

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Exemplary | Satisfactory | Needs Improvement |
| Project Requirements | Main idea and more than 3 sub-concepts. All clearly related to Curriculum Framing Questions & lesson topic | Main idea and 3 sub-concepts. Relation to CFQs and lesson topic could be clearer | Main idea and less than 3 sub-concepts. NOT clearly related to CFQs and lesson topic |
| Content | Content is very well organized and clearly explained in extensive detail | Content is organized and explained; a few explanations could be more clear or detailed | Superficial content is not organized and is not explained |
| Organization | Sections were all logically grouped and the path was easy to follow. Zoom feature used to enhance understanding. | Most sections were grouped and a path was created but sometimes not easy to follow. Zoom feature was used | There were no discernable groups and no path was created. Zoom feature was used. |
| Multimedia | Four or more photos, audio or video files or links to websites | At least two photos, audio or video files or links to websites | No photos, audio or video files or links to websites |
| Clarity/Neatness | Easy to read and all elements are clearly written, labeled or pictured | Easy to read and most elements are clearly written, labeled or pictured | Hard to read and elements are not labeled or pictured |
| Design | Clean design with strong visual appeal | Design is fairly clean with acceptable visual appeal | Cluttered design with poor visual appeal |
| Creativity | Visually attractive with creative use of font, color, graphics, images | Attractive with some use of font, color, graphics, images | Visually boring with minimal color, images or graphics |
| Spelling/Grammar | No spelling, punctuation, or grammar errors | A few spelling, punctuation, or grammar errors do not impede viewer comprehension | Multiple spelling, punctuation, and grammar errors impede viewer comprehension |

8/15/12