

CCSD Word Processing/Desktop Publishing 6th Grade

CRITERIA	4	3	2	1
Layout (Formatting: alignment, tabs, spacing)	Layout is visually attractive and uses space well. Pages are uncluttered and easy to read.	Layout is fairly attractive and uses most space well. Most pages are easy to read.	Layout shows some structure, but the space is not used well. Some pages are cluttered and may be difficult to read.	Layout is unstructured. Space is not used well, making the pages appear visually unattractive and difficult to read.
Text Attributes (Font: size color, style)	Text is easy to read and attributes are chosen carefully.	Text is fairly easy to read. Text attributes are mostly appropriate.	Text may be difficult to read. There may be too many different fonts; tends to be distracting.	Text is very difficult to read.
Graphics	All graphics are carefully created or chosen to enhance the information on the pages. Graphics have a proper resolution, are sized well, and are carefully placed on the pages.	Most graphics enhance the information on the pages. Most graphics have a proper resolution, are sized well, and are carefully placed on the pages.	Some graphics enhance the information on the pages. Some of the graphics are blurry, not sized well, and not spaced carefully on the pages.	Few graphics enhance the information on the pages. Many graphics are blurry, not sized well, and not placed carefully on the pages.
Editing Tools	Effective use of (word processing) editing tools results in no errors.	Appropriate use of editing tools results in few errors.	Limited use of editing tools results in frequent errors.	Little or no use of editing tools results in numerous errors.
Total Points	14-16	10-13	6-9	< 6

CCSD Multimedia Presentation or Project* 6th Grade

*Adapted from Multimedia Mania (<http://www.ncsu.edu/mmania/>) sponsored by ISTE

CRITERIA	4	3	2	1
Screen Design	Multimedia elements and content takes communication to a <i>superior</i> level. There is clear attention given to balance, proportion, harmony, and restraint.	Multimedia elements and content combine to <i>adequately</i> deliver a high impact message with the elements and words reinforcing each other.	Multimedia elements accompany content but there is little sign of mutual reinforcement. Inconsistent attention paid to sizing of graphics, placement of graphics and text.	Many pages are either cluttered or empty. There is no text/image balance. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.
Navigation	Logical, multi-faceted sequence of information is clear; menus and/or paths to all information are clear and direct.	Logical sequence of information is evident; menus and/or paths to additional information are clear.	Some logical sequence of information; but menus or paths are confusing, incorrect, or flawed.	No logical sequence of information; menus and/or paths to information are not evident.
Graphics	Images are relevant, and complement the project. Each image is cited in the text and identified. The number of images is appropriate.	Images are mostly relevant. Text citations are usually present and identify the images.	Images are not always relevant. Text citations are not always present and do not connect to images.	Images do not connect to subject and/or are not relevant.
Enhancements	All enhancements are used effectively to enrich the learning experience and contribute significantly to convey the intended meaning.	Most enhancements are used appropriately to enrich the learning experience.	Limited or inappropriate enhancements are present and do not always enrich the learning experience.	No enhancements are present or use of these tools is inappropriate.
Subject Knowledge	Subject matter knowledge is evident throughout (more than required). All information is clear, appropriate, and correct.	Subject matter knowledge is evident in much of the presentation / project. Information is clear, appropriate, and correct.	Some subject matter knowledge is evident. Some information is confusing, incorrect, or flawed.	Subject matter knowledge is not evident. Information is confusing, incorrect, or flawed.
Depth and Breadth of Project Content	Clear evidence that higher level thinking skills were used in the creation of this project.	Some evidence that higher level thinking skills were used in the creation of this project.	Little evidence that higher level thinking skills were used in the creation of this project.	No evidence that higher level thinking skills were used in the creation of this project.
Total Points	21-24	15-20	9-14	< 8