Elizabeth Meringer

**Design – 10 points**

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| **Effectiveness of Design** - Headings or font characteristics should be used to indicate the hierarchy on the page. Indents, headings, blank lines, and other spacing should be used in such a way as to make the pages easy to read and understand. | | |
| 0 | 1 | 2 |
| There is no evidence that the use of headings, font characteristics, or spacing was used to make the pages easy to use. | Page sections are clearly delineated. Some level of hierarchy or chunking of related materials is evident. | The hierarchy of the page is clearly evident at first glance. Related materials are clearly grouped in a logical relationship. The method of organizing information is evident and consistently employed. |
| The design is coming together and will be completed for the final presentation. The information is clearly defined and the website is in the process of getting organized. | | |
| **Navigation and Flow** - Verbiage used as hyperlinks clearly conveys the purpose of the hyperlink (ie – “teacher resources” as opposed to using “click here”). When images are used as hyperlinks, a text version of the same hyperlink is also included. A convenient system of navigating between pages has  been employed. All links function (open in new window, download, etc.) according to a consistent scheme  that can be described. | | |
| 0 | 1 | 2 |
| Verbiage used in hyperlinks is vague or confusing. No  navigation in addition to Moodle’s  default navigation is employed. One or more images are used as hyperlinks without associated  text link option. | Verbiage used in hyperlinks is generally clear with a few exceptions. Outside sites open in a new window. | Verbiage used in hyperlinks is always clear and intuitive. Navigation in addition to Moodle’s default navigation has been employed where useful. Links between pages are employed in an effective and consistent manner. Resources open/download in a consistent manner that can be articulated. |
| The hyperlinks are being placed accordingly throughout the website making it easy to navigate. The verbiage makes sense with the links being placed as well as the material the links open to. | | |

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| **Mechanical/Technical Aspects** - Images and/or video clips load correctly. Hyperlinks function correctly. Spelling and grammar are correct on all pages. | | |
| 0 | 1 | 2 |
| Two or more links or images do not load correctly. Spelling and or grammatical errors occur on a number of pages throughout the site. | All links and images function correctly. No more than two spelling or grammatical errors occur throughout the site. | All links and images function correctly. |
| Links work and I am always checking to make sure the appropriate links would open up to an external webpage. | | |
| **Required Elements -** All html pages pages must include information to identify the author, an email link to the author, last updated information, and a disclaimer. Any graphic obtained from an outside source must be sourced at the bottom of the page on which it is used. Additional resources are sourced on a credits page. | | |
| 0 | 1 | 2 |
| Some pages are missing the required properties. | The web site has no more than 5 missing properties. Sources are sited but format is incomplete.. | All properties are included on all pages. Images are sited on the page used and are in either APA or MLA format. |
| I am continuing to work on the format of the works cited. I am continuing to do my research the works cited is a work in progress until the final presentation. | | |

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| **Effectiveness of Home Page** - The home page provides a clear vision of the purpose of the web site. It draws the user in by appealing to the interests of the intended audience. The home page describes a compelling essential question. | | |
| 0 | 1 | 2 |
| Page lacks a clear description of either the purpose of the essential question addressed in the site. | The purpose of the site and the essential question are stated but not developed. Little evidence exists that the page attempts to engage the audience by appealing to their interests. | The purpose and essential question are included and well developed. They are related to issues larger than the site objectives and attempt to engage the user in an investigation of a complex and wide ranging issue. Verbiage draws user into a scenario or situation well suited  to stimulating audience interest. |
| The purpose and the essential questions are evident and included. The website is designed and based off of the purpose and essential questions. The website engages the audience to explore, yet is organized to maintain a steady flow. | | |

**Content – 40 points**

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| **Scaffolding of Activities** - Activities are included that take the user from basic knowledge through the  creation and evaluation of a new and unique construct. Activities are designed so that they provide the student with the appropriate support to successfully demonstrate mastery of the desired objectives. Formative and summative assessment elements are included in each activity to assess student progress as they move up the scaffold. | | |
| 0 | 2 | 5 |
| Activities are unconnected / disjointed or do not build on each other. They do not, in and of themselves, provide the necessary knowledge/skills to accomplish subsequent tasks. | Activities are logically sequenced and build on prior skills. Each activity provides some  knowledge or skill required to accomplish the next subsequent step. | Activities are present and clearly designed to take students from basic knowledge to higher-level skills. Checks for understanding are built in so the user and instructor can assess progress during each activity. |
| All activities are present and clearly inserted into the website. There are multiple rubrics to assess progress. | | |
| **Quality and Relevance of Resources** - A substantial number or outside resources are provided. They  are age-appropriate and, in combination with original content, clearly and specifically supports student mastery of project objectives throughout the scaffold. | | |
| 0 | 2 | 5 |
| Resources may not be present, may not be closely related to student tasks, or may not be sufficient for students to accomplish tasks involved in the project. | There is some connection between the resources and the information needed for students to accomplish the desired outcomes. Some resources may not offer additional information to amplify student understanding or some desired outcomes may not be supported with either outside resources or original content. | There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the expected outcomes. Every resource offers new information or a new connection to information to enhance meta-cognition. Resources compliment original content to provide the rich  resources supporting the mastery of each task. |
| All the information is related and clear connections are made. The resources allow for thinking on multiple levels of intelligence as well as hands-on activities. | | |

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| **Quantity and Quality of Original Content** - Substantial original content has been created. It is well  organized, age-appropriate, and in combination with outside resources clearly and specifically supports student mastery of project objectives throughout the scaffold | | |
| 0 | 2 | 6 |
| Project has minimal original content. All or most of the project created from links or citations. Little creativity and/or original writing is included. | Project contains few pages of original content. Some creativity and/or original writing is included. | Project contains substantial original content to augment and support outside resources. Original content is audience appropriate, well organized, and well written. It provides learning opportunities that exceeds those available through outside resources and inspires students  to think outside the parameters of the tangible outcome. |
| All projects up to this point are originally designed to assess the knowledge of the students. More projects will be developed to assess the students’ knowledge. | | |
| **Process/Differentiation of Activities** - Student process in accomplishing desired outcomes should be  clearly stated in age-appropriate language. All activities contain clear, concise directions that emphasize key objectives. Differentiation of instruction is clearly evident through three or more examples of activities that have been or could be modified to accommodate learners with differing needs. | | |
| 0 | 2 | 5 |
| Activity or process is not clearly stated. It may assume steps or be poorly sequenced. No option for differentiated outcomes. | Each step of process is clearly stated in proper sequence so that needed knowledge/skills would logically be acquired by the user. Minimal choices for  differentiation. | Directions are accurate, explicit, clearly stated, and written in age- appropriate language. Three or more examples of differentiated activities and/or student  outcomes are clearly evident. |
| All directions are clearly stated and created for differentiated instruction. Students know what the activities are based on the models presented by the teacher. | | |

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| **Teacher Created Student Model** - With the exception of activities that focus on the lower level skills of  knowledge and comprehension, each activity in the scaffold should include a model that illustrates mastery of the desired objectives. Attention should be drawn to the key elements of the model that prove mastery. | | |
| 0 | 2 | 5 |
| No student models are included. | Poor or incomplete models of student projects are included or models of some activities are missing or incomplete. | Models of completed student activities are present and clearly illustrate mastery of desired objectives. Model is an excellent example of constructivist thinking and should compel students to produce similar work. |
| Model are developed and are included for the activities as a guide for the students. | | |
| **Method of Assessment** - Assessment checkpoints are included for each activity within the scaffold.  These assessment tools are available to students throughout the project and instruct students in the completion of the project at a high level. | | |
| 0 | 2 | 6 |
| Rubrics or outcome measures are missing, incomplete, unclear and/or are too rigid to serve as good instructional tools. They don’t allow for differentiation or for constructivist thinkers to create unique products. | Rubrics or other outcome measures are present for most activities, are targeted to project objectives, and generally provide students with information to help them identify and pursue project objectives. | Rubrics or other outcome measures are present for each activity, are clearly written and easy to understand, and provide superior ongoing formative assessment to the student. The standards against which the student outcomes are measured are set high and are embrace the concepts of meta-cognition and constructivist thinking. |
| All rubrics are presented to assess the students’ knowledge. Other forms of measurement are included as well (Test/Asteroid game). | | |

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| **Pedagogy/Citations** - The project includes citations in correct APA or MLA format for all graphic  elements or other outside resources ***contained within*** your site. These resources will be cited in appropriate locations as described in the rubric. One page will be set aside for references to and discussion of the pedagogy utilized in your site including such elements as: Booms Taxonomy, multiple intelligences, learning styles, brain-based learning, differentiation of instruction, essential questions, correlation to standards, and other elements of pedagogy. | | |
| 0 | 2 | 5 |
| No citations or citations not in appropriate formats. References to a pedagogical perspective of the project are not included | Citations included but not in correct format or location. Some reference to pedagogy included on a “teachers page” somewhere in the site. | All citations are in included, are in their proper location, are in appropriate format, are cited correctly. A thorough analysis of pedagogical elements of the project is included in a “teacher’s page” somewhere in the site. |
| All citations are included on the website and any new information will be included as well. | | |
| **Student Outcome** - Student outcomes for each activity are clearly referenced to New Jersey Core  Curriculum Content Standards or other appropriate standards. | | |
| 0 | 1 | 3 |
| Student outcomes or tasks are not related to standards. | Standards are referenced but student outcomes are not clearly connected to what students must know and be able to do to achieve proficiency of those standards. | Student outcomes or tasks are referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards. |
| Student outcomes and standards are included on the website. | | |