

| | 5 | 4 | 3 | 2 | 1 |
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| Overall Description of what each score looks like; this row is for informational purposes only. See YOUR score below. | A 5 presentation demonstrates a clear competence in the topic. It may have some errors, but they are not serious enough to distract or confuse the reader. | A 4 project demonstrates proficient competence and understanding. It may have some errors that distract the reader, but they do not significantly obscure meaning. | A 3 presentation demonstrates developing competence, but is flawed in some significant way(s). | A 2 project is seriously flawed. | A 1 project demonstrates fundamental deficiencies in writing skills. |
| Statement of Purpose/Focus (a-b) | (a) Thesis Statement is clear, focused, and maintained. [if applicable: (b) Alternate or opposing claim(s) are adequately addressed.] | (a) Thesis is clear, and for the most part maintained, though some loosely relevant material may be present. [if applicable: (b) Alternate or opposing claim(s) are introduced.] | (a) Thesis may be clearly focused, but is flawed in some significant way (s). [if applicable: (b) Alternate or opposing claim(s) are unclear or unfocused.] | (a) Thesis is unfocused and/or insufficiently sustained. [if applicable: (b) Alternate or opposing claim(s) are unclear or not present.] | (a) Thesis may be confusing or ambiguous. [if applicable: (b) Alternate or opposing claim(s) are not present.] |
| Organization (c-e) | (c) Consistent use of transitional strategies in the writing. (d) Logical progression of ideas from beginning to end of the presentation. (e) Effective background and contextualization for audience and purpose. | (c) Adequate use of transitional strategies with some variety. (d) Adequate progression of ideas from beginning to end. (e) Adequate background and contextualization. | (c) Inconsistent use of basic transitional strategies with little variety. (d) Uneven progression of ideas from beginning to end. (e) background and contextualization are present. | (c) Limited use of basic transitional strategies with little or no variety. (d) Unclear progression of ideas from beginning to end. (e) background and contextualization are attempted but insufficient. | (c) Few or no transitional strategies are evident. (d) Has a major drift in the progression of ideas/completely off topic. (e) background and contextualization may not be present. |
| Elaboration of Evidence (f-g) | (f) Relevant examples from a sufficient amount of sources is effectively integrated with appropriate citation and a corresponding Works Cited page that is formatted correctly. (g) Effective use of elaborative techniques ("means/matters"). | (f) Relevant examples from a sufficient amount of sources is integrated, though integration may be slightly awkward, general, or imprecise. Works Cited page is present but may have minor formatting errors. (g) Adequate use of some elaborative techniques. ("means/matters") | (f) examples from sources is weakly and awkwardly integrated and citations, if present, are inconsistent. Works Cited page is incomplete or has repetitive formatting errors. (g) Marginal or inconsistent use of elaborative techniques ("means/matters"). | (f) Examples from sources, although included, is insufficient and inappropriately integrated or cited. Works Cited page has major errors. (g) Elaborative techniques are weak. | (f) Use of examples from sources is minimal, absent, in error, or irrelevant. Works Cited page is missing or has errors that diminish its purpose. (g) Elaborative techniques are absent. |
| Language, Vocabulary (h) & Style | (h) Proper use of academic and domain-specific vocabulary is appropriate for the audience and purpose. Proper voice, tone, and perspective is used. Distinct writing style is used. | (h) Use of academic and domain-specific vocabulary is generally appropriate for the audience and purpose. Mostly the proper voice, tone, and perspective is used. A distinct writing style is attempted. | (h) Use of academic and domain-specific vocabulary may at times be inappropriate for the audience and purpose. Voice, tone, and perspective may be inappropriate or inconsistent. Writing style is vague or overly simplistic. | (h) Use of academic and domain-specific vocabulary is largely inappropriate for the audience and purpose. Voice, tone, and perspective is inappropriate or causes major inconsistencies in the paper. Simplistic writing style limits effectiveness of paper. | (h) Uses limited academic language or domain-specific vocabulary and has little sense of audience and purpose. Voice, tone, and/or perspective is confusingly inconsistent or inappropriate. Writing style is unrecognizable. |
| Visual Aids & Professionalism | (i) Stunning Layout and uses CREATIVE audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to heighten interest (CC 9-12.SL.5) • smoothly brings audio/visual aids or media into the presentation | (i) Clean layout and uses appropriate audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to provoke interest (CC 9-12.SL.5) • brings audio/visual aids or media into the presentation | uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation • sometimes has trouble bringing audio/visual aids or media smoothly into the presentation | Minimal use audio/visual aids or media • attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation | Incomplete use audio/visual aids or media • |

Multimedia Research Project: After completing research quest, students will be able to use technology communicate their ideas clearly in a multimedia presentation.