

Rubric for Prezi™ Presentation

Task Description: Research and read information from reliable sources, including print media and the internet on specific career and educational opportunities. Assignment must include the following: topic, definition, pre-requisites, pros of topic, color, images, and creativity. Topics include: apprenticeship, community college, entry-level career, on-the-job training, prerequisite, technical college and university.

| Criteria | weight | Exemplary | Admirable | Acceptable | Attempted |
|--|--------|---|---|---|--|
| Research of Topic | 20% | <input type="checkbox"/> Use of three or more sources, including at least two Internet and one print source; use of two search engines <input type="checkbox"/> Variety of domain name suffix (.com, .edu, .net) <input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Narrow focus of topic | <input type="checkbox"/> Use of two sources, including, including at least one Internet source; use of one search engine <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Topic could be more narrowly focused | <input type="checkbox"/> Use of one Internet source <input type="checkbox"/> Some errors in information <input type="checkbox"/> Topic somewhat broad | <input type="checkbox"/> Use of only one source <input type="checkbox"/> Numerous errors in information <input type="checkbox"/> Topic too general |
| Organization (Outline or Storyboard for Planning) | 15% | <input type="checkbox"/> Logical sequencing <input type="checkbox"/> Menus and paths are clear <input type="checkbox"/> Original; inventive; creative | <input type="checkbox"/> Somewhat logical sequencing <input type="checkbox"/> Menus and paths are mostly clear <input type="checkbox"/> Original | <input type="checkbox"/> Sequencing is poorly planned <input type="checkbox"/> Menus and paths are sometimes confusing <input type="checkbox"/> Little originality | <input type="checkbox"/> Sequencing is confusing <input type="checkbox"/> Menus and paths are confusing <input type="checkbox"/> Inconsistent <input type="checkbox"/> Rehash of other people's ideas |
| Content | 20% | <input type="checkbox"/> Covers topic completely and in depth <input type="checkbox"/> Content is readily understandable <input type="checkbox"/> Media used contributes to understanding of topic | <input type="checkbox"/> Covers topic <input type="checkbox"/> Content is mostly understandable <input type="checkbox"/> Media used mostly contributes to understanding of topic | <input type="checkbox"/> Barely covers topic <input type="checkbox"/> Content is somewhat understandable <input type="checkbox"/> Media used somewhat contributes to understanding of topic | <input type="checkbox"/> Does not adequately cover topic <input type="checkbox"/> Content is confusing <input type="checkbox"/> Media used does not contribute to understanding of topic |

Name: _____ Period: _____ Date _____

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|----------------------------|-----|---|---|---|---|
| Graphic Design | 25% | <input type="checkbox"/> Effective combination of multimedia and persuasive design elements <input type="checkbox"/> Excellent use of navigational tools and buttons <input type="checkbox"/> Graphics effectively entice audience; accurately convey message | <input type="checkbox"/> Good combination of multimedia and design elements <input type="checkbox"/> Adequate navigational tools and buttons <input type="checkbox"/> Visuals and images are attractive; adequately conveys message | <input type="checkbox"/> Some use of multimedia and design elements <input type="checkbox"/> Some buttons and navigational tools work properly <input type="checkbox"/> Use of visuals and images is limited; message is conveyed | <input type="checkbox"/> 0-1 media used <input type="checkbox"/> Buttons and navigational tools are absent or confusing <input type="checkbox"/> Use of visuals and images is confusing or absent; message is confusing |
| Mechanics | 10% | <input type="checkbox"/> Correct grammar, usage, mechanics, and spelling <input type="checkbox"/> All sources are correctly cited | <input type="checkbox"/> Few grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Most sources are correctly cited | <input type="checkbox"/> Several grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Some sources are incorrectly cited | <input type="checkbox"/> Obvious grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Sources are not cited |
| Teamwork (optional) | 10% | <input type="checkbox"/> Work load is divided and shared equally | <input type="checkbox"/> Some members contribute | <input type="checkbox"/> Few members contribute | <input type="checkbox"/> One or two people do all of the work |

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____