|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AREA** | **NOT PROFICIENT** | **PROGRESSING** | **PROFICIENT** | **MASTERY** |
| **Presentation**  Did the student(s) demonstrate a solid understanding of the software for project development? | No understanding of the software for project development. | Some understanding of the basic use of the software for project development. | Competence in the use of software for project development. | Mastery in the use of software for project development. |
| **Documentation**  Did the student document non-student produced materials? (Photo, Text, Video, Music) | No required permissions present or unclear. | Most required permissions included, but not all. (Photo, Text, Video, Music) | One permission may still be in question. (Photo, Text, Video, Music) | **ALL** required permissions present **OR** no permissions needed. |
| **Software Usage**  Was the software suitable for the project? | Software used was not appropriate for the project. | Some of the software used was appropriate for the project. | Software used was appropriate and enhanced the project. | Mastery in the choice and use of software to enhance the project. |
| **Project Design**  Do all elements of the project work together to effectively communicate content and ideas?  **CAN students thoroughly explain all components of creation/ editing?** | Screens are either barren and stark or confusing and cluttered. There is too much or not enough text on each slide. All graphics and special effects are distracting and interfere with the communication of the message.  **STUDENT CANNOT EXPLAIN all components of creation /editing clearly.** | Screens are somewhat organized. Most of the slides have too much or not enough text. Most graphics and special effects are distracting and interfere with the communication of the message.  **STUDENT CANNOT EXPLAIN some components of creation /editing clearly.** | Screens are organized. Some of the slides have too much or not enough text. Some graphics and special effects are distracting, but most of the elements and content combine to adequately deliver the message.  **STUDENT CAN EXPLAIN all components of creation / editing clearly.** | Mastery in the combination of multimedia elements and content, reinforcing the message. Special attention is given to balance proportion, harmony, restraint of text, graphics and special effects. **STUDENT CAN EXPLAIN all components of creation / editing clearly.** |
| **Topic/Content**  Is the topic and content appropriately matched? | Includes no essential information and no facts. | Includes little essential information and one or two facts. | Includes most essential information and three or more facts. Includes enough elaboration to give viewers an understanding of the topic. | Includes all essential information completely and in depth. Viewer has a thorough understanding of the topic and is encouraged to take action, learn more, etc. |
| **Comments:** | | | | |

Multimedia projects are defined as computer-based reports or creative presentations using any combination of sound and/or images with text. Possible software used for projects in this category include, but are not limited to: Power Point, KidPix, AppleWorks, Astound, Storybook Weaver and HyperStudio. If appropriate to the project, a storyboard may be displayed to show sequencing of project creation. Videos do not go in this category. Any hyperlinks need to be captured one level deep since the Internet access will not be guaranteed. No Tri-fold boards are allowed.