

Multimedia Composition Scoring Rubric: Scoring Guidelines

These digital compositions must be viewed as "chapters" in the 1818 course digital sourcebook. They must be argumentative and reflect superior research, analysis and citation. Animation tells a story by moving, showing the difference between one moment and another, a previous condition compared with the result of an independent action.

Multimedia

<i>The integration of media objects such as text, graphics, video, animation, and sound to represent and convey information</i>	
A	Students have used multimedia in creative and effective ways that exploit the particular strengths of the chosen format. Elements include original student work. With minor exceptions, all elements contribute rather than detract from the presentation's overall effectiveness.
B	Presentation blends 3 or more multimedia elements in a balanced, attractive, easy-to-follow format. All elements make a contribution. There are few technical problems, and none of a serious nature.
C	Presentation uses 2 or more media. There are some technical problems, but the viewer is able to follow the presentation with few difficulties.

Content

<i>The topics, ideas, concepts, knowledge, and opinions that constitute the substance of the presentation.</i>	
A	Reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic; compels the audience's attention. There is a clear thesis, conclusion, and works cited. The information was historically accurate. The project presents an original idea and an excellent combination of research, revision and media resources. The students explored multiple possibilities of meaning; considered cultural and/or psychological nuances and complexities in their research and in their writing.
B	The project has a clear goal related to a significant topic or issue. Information included has been compiled from several relevant sources. The project is useful to an audience beyond the students who created it. There is a focus that is maintained throughout the piece. There is a clear thesis, conclusion, and works cited. The information was historically accurate, yet the researchers rarely took risks, preferring to accept the scholarly interpretations and information without exploring multiple possibilities of meaning.
C	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through consistently. There may be factual errors or inconsistencies, but they are relatively minor. They show little sensitivity to nuances and complexities of their research, presenting their information more as a summary than as an argument. There is no clear thesis, conclusion, or work cited.

Thesis

<i>The main ability is to provide effective evidence in support of a thesis. An academic argument is an interweaving of both evidence and interpretation,</i>	
A	Establishes a clear thesis statement, which includes a comment or argument about the subject that someone could reasonably disagree with. The presentation justifies inferences and opinions with specific examples and analysis. The presentation presents a consistent tone and all the elements contribute to a balance between evidence and argument, using many specific and memorable details. There is a strong sense of organization.

B	Establishes a fairly clear thesis statement, which includes a comment or argument about the subject that someone could reasonably disagree with. The presentation justifies inferences and opinions with specific examples and analysis. The presentation presents a consistent tone and all the elements contribute to a balance between evidence and argument. There is some sense of organization.
C	Presents a generalized statement about the subject that doesn't produce an argument. The project merely reports. There is some support for scholarly comments, yet many assumptions are left unexplained. Essentially, the presentation lacks interpretive connectedness. It is an information summary.

Collaboration

<i>Working together jointly to accomplish a common intellectual purpose in a manner superior to what might have been accomplished working alone.</i>	
A	Students were a very effective team. Division of responsibilities capitalized on the strengths of each team member. The final product was shaped by all members and represents something that would not have been possible to accomplish working alone.
B	Students worked together on the project as a team with defined roles to play. Most members fulfilled their responsibilities. Disagreements were resolved or managed productively.
C	Presentation is the result of a group effort, but only some members of the group contributed. There is evidence of poor communication, unresolved conflict, or failure to collaborate on important aspects of the work