

	Beginning	Developing	Accomplished	Score
Overall visual appeal	0 points Few or no graphic elements. NO variation in layout or typography or colors are not appealing	2 points Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.	4 points Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.	4
Navigation and flow	0 points Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.	2 points There are a few places where the learner can get lost and not know where to go next.	4 points Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.	4
Mechanical aspects	0 points There are more than 3 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	1 point There are 1 or 2 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	2 points No mechanical problems noted	2
Motivational effectiveness of introduction	0 points The introduction is purely factual, with no appeal to relevance or social importance or the scenario posed is transparently bogus and doesn't respect the interests of the students.	1 point The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	2 points The introduction draws the reader into the lesson by relating to the learner's interest or goals and/or engagingly describing a compelling question or problem.	2
Connection of task to standards	0 points The task is not related to standards.	2 points The task is referenced to standards but is <u>not</u> clearly connected to what the students must know and be able to do to achieve proficiency of those standards.	4 points The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.	4
Cognitive level of the task	0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	3 points Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources	6 points Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. Task requires synthesis of multiple sources, taking a position, and/or going beyond the data given.	6

Clarity of process	<p>0 points</p> <p>Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading the directions.</p>	<p>2 points</p> <p>Some directions are given, but there is missing information. Students might be confused.</p>	<p>4 points</p> <p>Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.</p>	4
Scaffolding of process	<p>0 points</p> <p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p>	<p>3 points</p> <p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task</p>	<p>6 points</p> <p>The process provides students coming in at different levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.</p> <p>Checks for understanding are built in to assess whether students are getting it.</p>	6
Relevance and quantity of resources	<p>0 points</p> <p>Resources provided are not sufficient for student to accomplish the task or there are too many resources for learners to look at in a reasonable time.</p>	<p>2 points</p> <p>There is some connection between resources and the information for students needed to complete the task. Some resources don't add anything new.</p>	<p>4 points</p> <p>There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.</p>	4
Clarity of evaluation criteria	<p>0 points</p> <p>Criteria for success are not described.</p>	<p>3 points</p> <p>Criteria for success are at least partially described.</p>	<p>6 points</p> <p>Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors.</p> <p>The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.</p>	5

COMMENTS: Beautiful – consider a little larger font