

Multimedia Mania 2003 - Judges' Rubric

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*** Based on this element, the project does not qualify as a finalist for Multimedia Mania

		Criteria	0	.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Scores			
												Raw	Weight	Total	
Mechanical	1	Technical	Project does not run satisfactorily. There are too many technical problems to view the project.		Project runs minimally. There are many technical problems when viewing the project.		Project runs adequately with minor technical problems.		Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.				x 1		
	2	Navigation	Buttons or navigational tools are absent or confusing. No buttons and navigational tools work.		Minimal difficulty experienced while navigating through project.		Few difficulties experienced while navigating through project.		Users can progress intuitively throughout entire project in a logical path to find information. All buttons and navigational tools work.				x 1		
	3	Spelling & Grammar	Project has multiple errors in spelling and/or grammar. (Four or more errors)		Project minimally honors rules of spelling and/or grammar. (Three or less errors)		Project adequately honors most rules of spelling and/or grammar. (Two or less errors)		Project honors all rules of spelling and/or grammar.					x 1	
	4	Completion	Project is incomplete and contains many unfinished elements.		Project is incomplete and contains some unfinished elements.		Project is incomplete and contains several unfinished elements.		Project is completely finished.					x 1	
Multimedia Elements	5	Screen Design	Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.		Multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements that do not reinforce message.		Multimedia elements and content combine to adequately deliver a high impact message with the elements and words reinforcing each other.		The combination of multimedia elements and content takes communication to a superior level. There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz.				x 1		
	6	Use of Enhancements	No graphics, video, audio, 3-D, or other enhancements are present or use of these tools is inappropriate.		Limited graphics, video, audio, 3-D, or others enhancements are present but do not always enrich the learning experience. In some instances, use of these enhancements is inappropriate.		Most graphics, video, audio, 3-D, or other enhancements are used appropriately to enrich the experience. For example, clips are either too long or too short to be meaningful.		All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the learning experience. Enhancements contribute significantly to convey the intended meaning.				x 1		
Information Structure	7	Organization	The sequence of information is not logical. Menus and paths to information are not evident.		The sequence of information is somewhat logical. Menus and paths are confusing and flawed.		The sequence of information is logical. Menus and paths to most information are clear and direct.		The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.				x 2		
	8	Branching	Project contains few choices. The design is linear.		Project contains few well-designed and age-appropriate choices. The design is primarily linear.		Although project contains some well-designed and age-appropriate choices, some portions are linear.		Project is truly multimedia, rather than linear and contains a significant number of well-designed and age-appropriate choices.				x 2		

Documentation	9	Citing Resources	No sources are properly cited within the project according to MLA style. ***	Few sources are properly cited within the project according to MLA style.	Most sources are properly cited within the project according to MLA style.	All sources are properly cited within the project according to MLA style.		x 1	
	10	Permissions Obtained for Resources	No permissions to use text, graphics, audio, video, etc. are available. ***	Few permissions to use text, graphics, audio, video, etc. are available.	Most permissions to use text, graphics, audio, video, etc. are available.	All permissions to use text, graphics, audio, video, etc. are available.		x 1	
Quality of Content	11	Originality	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.		x 3	
	12	Curriculum Alignment Objectives are clearly stated on Entry Form	No evidence of connection to target curriculum. Users are not likely to learn from this project.	Some evidence of connection to target curriculum. Users may learn from this project.	Adequate evidence of connection to target curriculum. Users are likely to learn from this project.	Clear evidence of connection to target curriculum. Frequent and clear references are made to facts, concepts, and cited resources. Users will learn from this project.		x 3	
	13	Evidence That Objectives Were Met	No evidence that project content supports stated objectives.	Little evidence that project content supports stated objectives.	Some evidence that project content supports stated objectives.	Clear evidence that project content supports stated objectives.		x 3	
	14	Depth & Breadth of Project Content	No evidence that higher level thinking skills were used in the creation of this project.	Little evidence that higher level thinking skills were used in the creation of this project.	Some evidence that higher level thinking skills were used in the creation of this project.	Clear evidence that higher level thinking skills were used in the creation of this project.		x 2	
	15	Subject Knowledge	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.	Some subject knowledge is evident. Some information is confusing, incorrect, or flawed.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.		x 2	

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