



## Peer Review (April 9 – 20)

Peer review is a very important aspect of the CyberFair Competition. Participating students must evaluate and **submit reviews on three other website entries**. Since students must learn to critically evaluate all kinds of information resources around them, the Peer Review part of the CyberFair gives the teacher an excellent opportunity to help his/her students learn these evaluation skills.

Only registered schools may submit CyberFair evaluations. Each school must **submit only one Peer Review per website**...giving a total of three reviews. **We will assign you the three CyberFair website projects to evaluate**. You will be notified of this by the peer review start date (April 9, 2007). The highest scoring entries (at both the Primary and Secondary School levels) will be submitted to our panel of judges for final evaluation. Students must therefore realize the seriousness of this exercise. Other participants are depending on them to do a good job...in the same way that they will depend on other schools to do a thorough review.

Each review should take approximately **one hour**, so please allow enough time to do a good job. And, please, please don't wait until the last minute. You know there are **always** unexpected technical problems.

Please note that there are no anonymous reviews. The schools that you review will see your scores, comments and email address. Therefore your students must be prepared to answer questions about their scoring judgments. This process will help your students to understand the need for integrity and to accept their responsibility.

**Peer Review Assignments will be made available the day before Peer Review begins via email.**

**The Deadline for submitting all three evaluations is Friday 20<sup>th</sup> April, 2007.**

Now, follow the step-by-step instructions to organize and conduct the Peer Review process in your school.

## The Scoring Process Explained

The CyberFair Peer Review Evaluation Rubric is divided into **six** sections, labeled from "A" to "F".

For scoring purposes, these six sections are grouped into three major categories. The chart below shows the three categories and the sections that comprise them with the maximum points for each:

<b>I. CyberFair Theme</b>		<b>10 points</b>
A. Fits CyberFair Theme	10 points	
<b>II. Content/Organization</b>		<b>15 points</b>
B. Ideas and Content	5 points	
C. Organization	5 points	
D. Language Conventions	5 points	
<b>III. hypermedia/Technical</b>		<b>10 points</b>
E. Presentation	5 points	
F. Technical	5 points	
<b>Maximum score: 1500 points (10 X 15 X 10 = 1500)</b>		

A well-known problem in many student multimedia projects is that students spend more time on the look and feel (fonts, colors, graphics, effects, etc.) than they do on the ideas and content.

However, a project that will draw in visitors and then keep their interest must be both visually appealing as well as contextually interesting and well-written.

We use this process when calculating the final scores:

1. The scores for each of the **six sections** (A-F) are averaged.
2. The average scores for the **sections in each category** are added.
3. The totals for each of the **three categories** are multiplied.

For instance, if the maximum score for

Category I. CyberFair Theme is **10**,  
Category II. Content & Organization is **15**, and  
Category III. hypermedia & Technical is **10**,  
then the maximum possible score is **1500** (10 X 15 X 10).

This scoring method requires students to pay equal attention to all three categories, since a moderate score in all areas can yield a higher total score than one which is high in one area and low in another.

Simply follow the steps in the next section to prepare and submit your CyberFair Peer Review Evaluations.

## Step-by-Step Evaluation Instructions

### 1. Preparation:

Print a copy of the Peer Review Evaluation Rubric

Duplicate and distribute copies of the evaluation rubric to your students.

Explain and discuss the vocabulary and meaning of the criteria with your students.

**Practice:** have your students use the evaluation rubric to evaluate their own project. Discuss the results.

**More practice:** If you have time, have students review and discuss projects from previous years of the International competition.

### 2. Peer Review Process (April 9 - 20)

We will assign you three (3) other CyberFair projects to review.

Duplicate and distribute printed copies of the Peer Review Rubric to your students.

Have your students individually review each project, marking the printed rubric according to the instructions in the next section.

Discuss each project and come to a group consensus about the scores and comments you will assign.

Submit one completed review for each of your assigned projects.

### 3. How to Score a Peer Review Evaluation Rubric

The Rubric is divided into **six major sections** labeled A-F. Each section begins with a description of what an "excellent" CyberFair Project should look like to achieve the maximum score in that section. This description is then followed by several scoring criteria, worth from 0 to 5 points.

#### For each scoring criterion:

Read the three evaluation statements. Each statement describes the qualities of a web project which would qualify for one of the scores in the left column.

Compare the qualities of the Web project you are reviewing to the qualities described in each evaluation statements.

Choose the statement which best describes the Web project

If the Web project **strongly matches** the statement you selected, choose the radio button for the higher score to the left. Otherwise, select the radio button for the lower score.

#### 4. Troubleshooting and Help

##### 1. You can't connect with or review your assigned Web project:

This may happen if the connection to the remote site is too slow, or if the connection fails before pages get loaded, if the project uses features which are too advanced for your browser, or if the remote web site is temporarily unavailable. Please wait a day and then try again.

If you are still unable to connect to one of your assigned projects, email us immediately to describe the problem you're having. Be sure to include the project's CyberFair Website Title and School Name.

Please don't wait until the last minute to let us know you are having problems! Within the time available we will either help to correct the problem or assign you a new project to review.

# Peer Review Evaluation Rubric

Name of School being reviewed: \_\_\_\_\_

CyberFair Category: \_\_\_\_\_

## A. CyberFair Theme: Share and Unite

The Theme of International Schools CyberFair is **Empower and Unite**. The purpose of CyberFair is to encourage schools and their communities to use the Internet to establish partnerships, share resources, and work together to accomplish common goals. The extent to which schools actually accomplish this should be described in the [Project Narrative](#).

An **outstanding project narrative** will tell an interesting story about the project and its impact within the community. It will clearly show how the project **meets or exceeds objectives** for both the CyberFair contest and the [category](#) in which it's entered. The narrative will define the project's "community" and show that the project was instrumental in bringing this community together to "share and unite" around a common goal. The narrative will clearly describe the project's contribution to both their local community and to the global Internet community. The contents of the project Web pages will lend support to the project narrative.

### A-1 Theme: [CyberFair Project Narrative page](#)

5

Narrative page is **present** and **complete**. It tells in detail an **interesting** and **compelling story** about the Web project and interactions around the completion of this project.

4

<input type="checkbox"/>	<b>3</b>	Narrative page is <b>present</b> and <b>complete</b> .
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	Narrative Page is present but it may be <b>incomplete</b> , or <b>carelessly or improperly filled in</b> .
<input type="checkbox"/>	<b>0</b>	Narrative Page is <b>missing</b> , or <b>illegible</b> .
<b>A-2 Theme: <a href="#">CyberFair category in which this project is entered</a></b>		
<input type="checkbox"/>	<b>5</b>	There is <b>clear evidence</b> that the students <b>accomplished</b> or <b>exceeded</b> the <b>learning objectives</b> for their CyberFair category.
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	Students <b>probably accomplished</b> the <b>learning objectives</b> for their CyberFair category.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	There is <b>little</b> or <b>no evidence</b> that students accomplished the <b>learning objectives</b> for their CyberFair category.
<input type="checkbox"/>	<b>0</b>	
<b>A-3 Theme: <a href="#">Definition of this project's "community"</a></b>		
<input type="checkbox"/>	<b>5</b>	This project's "Community" is <b>clear</b> and <b>well-defined</b> .
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	This project's "Community" is <b>adequately defined</b> .
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	This project's " <b>Community</b> " is <b>not defined very well</b> , or the <b>description is missing or incomplete</b> .
<input type="checkbox"/>	<b>0</b>	

<b>A-4 Theme: <a href="#">required coursework and curriculum</a></b>	
<input type="checkbox"/> 5	The skills, concepts, ideas and understandings learned not only <b>fulfilled the required curriculum</b> but represented <b>extensive enrichment</b> well <b>beyond</b> the <b>normal classroom experience</b> .
<input type="checkbox"/> 4	
<input type="checkbox"/> 3	The skills, concepts and ideas <b>helped fulfill required curriculum standards</b> .
<input type="checkbox"/> 2	
<input type="checkbox"/> 1	It <b>was not clear</b> that this project met <b>required curriculum standards</b> , or else it was <b>clear</b> that it <b>did not meet any curriculum requirements</b> .
<input type="checkbox"/> 0	
<b>A-5 Theme: <a href="#">Information tools and technology</a></b>	
<input type="checkbox"/> 5	Students used an <b>impressive variety</b> of information tools and technologies, <b>both within the school and outside in local businesses and organizations</b> , in completing this project.
<input type="checkbox"/> 4	
<input type="checkbox"/> 3	Students used a <b>variety</b> of information tools and technologies.
<input type="checkbox"/> 2	
<input type="checkbox"/> 1	Students used a <b>limited number</b> of information tools and technologies.
<input type="checkbox"/> 0	
<b>A-6 Theme: <a href="#">Students' roles as "ambassadors"</a></b>	
<input type="checkbox"/> 5	Students used <b>various effective strategies</b> to <b>locate and contact</b> the <b>different</b> types of <b>people</b> who make up their community.
<input type="checkbox"/> 4	
<input type="checkbox"/> 3	Students <b>contacted</b> some <b>members</b> of their defined <b>community</b> to participate in this web project.

<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	There is <b>little</b> or <b>no evidence</b> that students <b>contacted members of the community</b> for involvement in this project.
<input type="checkbox"/>	<b>0</b>	
<b>A-7 Theme: <a href="#">Impact on community</a></b>		
<input type="checkbox"/>	<b>5</b>	This project has <b>already had an impact</b> on the community. It is clear that it is making a <b>useful contribution</b> not only to the defined community but to the larger educational and Internet communities as well.
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	This project <b>shows promise</b> of being a <b>useful</b> and <b>interesting</b> site which contains information that the defined community will be <b>able to use</b> and <b>appreciate</b> .
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	It is <b>not clear</b> that this project will <b>have any value</b> to the defined community.
<input type="checkbox"/>	<b>0</b>	
<b>A-8 Theme: <a href="#">Community involvement</a></b>		
<input type="checkbox"/>	<b>5</b>	An <b>interesting variety of community members</b> made <b>significant contributions</b> to this project by helping students and teachers in different ways.
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	There is some evidence that a range of <b>participants</b> from their defined <b>community were involved</b> in some aspects of the development of the web project.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	There is <b>little</b> or <b>no evidence</b> that citizens of the defined community <b>were involved</b> in the development of this web project.
<input type="checkbox"/>	<b>0</b>	

## B. Project Ideas and Content

An excellent Web project will [clearly identify its purpose and the target audience](#). Information and ideas will support the overall purpose and will be written to meet the needs and interests of their audience.

An important part of the project will come from [original and primary sources](#) which are not readily available to the intended audience. These sources can include first-hand observations, measurements, accounts and reflections, original letters, memoirs, and diaries, personal observations, interviews, audio recordings and Quicktime movies, photographs, original art work, creative writing and poetry, period or historical newspaper and magazine articles, and other resources found within the partner community. Sources of all information will be clearly cited or otherwise validated in some way.

[Sources of information will be properly cited](#) to document that copyright ownership has not been violated and to enable the audience to determine the credibility and authority of the information presented.

Web pages will include relevant information, anecdotes, graphics, and links organized to support and enrich the overall theme or purpose of the project. The content will be clear and focused.

Finally, it should be apparent that the web authors mastered the content and ideas that went into completing the Web project.

### B-1 Content: [Purpose or main idea](#)

5 There is a clear statement of purpose, theme or main idea for this Web project. It is evident that all parts of the project point back to this main idea/purpose/theme.

4

3 The purpose, theme or main idea of this Web project is not clearly stated or may be vague. The ideas and information may not be detailed, personalized, or expanded enough to show a strong sense of purpose throughout the entire project.

2

<input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>0</b>	<p>This Web project lacks a clear sense of purpose or central theme. The text may be repetitious, or may read like a collection of disconnected, random thoughts.</p>
<p><b>B-2 Content: Supporting details</b></p>	
<input type="checkbox"/> <b>5</b> <input type="checkbox"/> <b>4</b>	<p>There is a rich variety of relevant supporting information that is useful, adds interest and contributes to an understanding of the project's main idea. Supporting details can include things like anecdotes, interpretation, stories, graphics, links to supporting Web sites, photographs, sounds, video, etc.</p>
<input type="checkbox"/> <b>3</b> <input type="checkbox"/> <b>2</b>	<p>There is a variety of supporting information, much of which is useful, adds interest and contributes to an understanding of the project's main idea. Some of the information may not seem to fit or doesn't seem to make any important contribution.</p>
<input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>0</b>	<p>There is not enough detail and information to support the project's theme or purpose. There may not be enough variety in the information provided. Or there may be too much information which is not interesting, useful or relevant to the project's theme.</p>
<p><b>B-3 Content: <a href="#">Audience</a></b></p>	
<input type="checkbox"/> <b>5</b> <input type="checkbox"/> <b>4</b>	<p>There is a clear description of the intended audience for this Web project. All or most of the information and ideas presented are clearly written for and target this stated audience.</p>
<input type="checkbox"/> <b>3</b> <input type="checkbox"/> <b>2</b>	<p>There seems to be a target audience, but it is not always clear that the students understood or met the needs of their intended audience as they developed this Web project.</p>
<input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>0</b>	<p>It is not clear who the audience for this Web project is, or this Web project does not meet the needs of the intended audience.</p>
<p><b>B-4 Content: Citation of sources ("bibliography") (See <a href="#">Rules &amp; Guidelines</a>)</b></p>	
<input type="checkbox"/> <b>5</b>	<p>A well-organized bibliography page exists. Almost all sources of information are properly and clearly identified and credited. Copyrighted information, pictures, and graphics are clearly marked as to source and nature of permission</p>

<input type="checkbox"/>	<b>4</b>	to reproduce. Enough information is given that makes it <b>possible to check</b> on the <b>accuracy of the information</b> . This can be email addresses, links to other sources, or citation of primary or original sources. The bibliography also lists all of the people who helped this team of students build their Web pages.
<input type="checkbox"/>	<b>3</b>	A bibliography page exists. The sources for much of the information seem to be properly cited, but not all work may be clearly identified. There may be some question about the sources of some information, pictures, graphics, or other content. There is <b>no way to check the validity</b> of all of the information, for example, by sending email or reading supporting information from primary sources. The bibliography also lists all of the people who helped this team of students build their Web pages.
<input type="checkbox"/>	<b>2</b>	A bibliography page exists. However, the citation of sources is <b>rudimentary</b> and <b>needs improvement</b> , or else there is no apparently valid effort to cite resources. Or if sources are cited, there is no way to check the validity of those sources (excepting first-hand interviews, accounts, etc.). Or, the bibliography does not list any of the people who helped this team of students build their Web pages.
<input type="checkbox"/>	<b>1</b>	No bibliography page exists, or else a check of the citations or students' work shows that some or all of this project is plagiarized. ( <b>Note: a zero will disqualify this project</b> )
<input type="checkbox"/>	<b>0</b>	
<b>B-5 Content: <a href="#">Project "teaches something new"</a></b>		
<input type="checkbox"/>	<b>5</b>	There is an abundance of information and ideas that come from a <b>range</b> of formal and informal <b>sources</b> . Much of the information comes from <b>primary sources</b> which gives this site a <b>feeling of freshness</b> and <b>originality</b> . This site will probably be of great interest within the defined community.
<input type="checkbox"/>	<b>4</b>	<i>(Primary sources can include period or historical newspaper and magazine articles, original letters, memoirs, and diaries, personal observations, interviews, first-hand accounts and reflections, audio recordings and Quicktime movies, photographs, original art work and creative writing and poetry, and other resources found within the partner community.)</i>
<input type="checkbox"/>	<b>3</b>	Ideas and information come from a limited variety of information sources, including some <b>primary sources</b> . There is enough interesting new information so that this site may be of interest within the defined community.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	Ideas and information appear to come primarily from commonly available sources (books, library, encyclopedias, magazines, other Web sites). There may not be enough new information or variety to hold one's interest. Or it is impossible to determine information sources since sources were not cited, or the citations were not clear.
<input type="checkbox"/>	<b>0</b>	
<b>B-6 Content: Accuracy of information</b>		

<input type="checkbox"/>	<b>5</b>	Information presented appears to be <b>accurate, complete and current.</b>
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	<b>Information</b> presented <b>may be accurate, complete and current</b> but this is not always clear.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	<b>Information is incomplete, out of date, and/or incorrect.</b> Or it is impossible to check on the accuracy of the information since sources were not cited, or the citations were not clear.
<input type="checkbox"/>	<b>0</b>	
<b>B-7 Content: Students' mastery of content</b>		
<input type="checkbox"/>	<b>5</b>	The Web authors seem to be writing from knowledge or experience and show insight into their subject matter. It is evident that they have become "experts" in their subject matter.
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	It appears that the Web authors learned much from their experience in completing this Web project. Some sections show insight and expertise, and it is evident that the students learned some new things.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	It is not at all clear that the students understood their subject matter or learned new things.
<input type="checkbox"/>	<b>0</b>	

## C. Writing and Organization

An excellent Web project will be well written and well organized. The organization of the information on each page, and from page to page, enhances and showcases the purpose or main idea of this Web project. Each page is well written, with interesting introductions, transitions, bodies and conclusions. The order, structure, or presentation of information is easy to navigate and provides a logical and satisfying experience for the Web visitor.

### C-1 Organization: **Project introduction**

- |                       |          |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> | <b>5</b> | An inviting opening page draws the visitor in and introduces the overall purpose and structure of the site. The introduction is well written and causes the visitor to want to continue exploring.                                                                                                                                      |
| <input type="radio"/> | <b>4</b> |                                                                                                                                                                                                                                                                                                                                         |
| <input type="radio"/> | <b>3</b> | The main Web page introduces the basic purpose of this Web project. However, the introduction may not create a strong sense of what is to follow, and the reader may not know what to do next. The structure of the Web project may not be as clear as it could be.                                                                     |
| <input type="radio"/> | <b>2</b> |                                                                                                                                                                                                                                                                                                                                         |
| <input type="radio"/> | <b>1</b> | The opening page does not adequately introduce the purpose of the project. It is not clear what this site will present. The structure and choices on the opening page are not clear and/or the reader can't understand what the next step is. The introduction does not create enough interest to continue reading through the project. |
| <input type="radio"/> | <b>0</b> |                                                                                                                                                                                                                                                                                                                                         |

### C-2 Organization: **Organization of supporting details**

- |                       |          |                                                                                                                                                                                                                                                                                                            |
|-----------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> | <b>5</b> | Supporting details and information fit where they're placed. The sequencing of information on almost every page, and from page to page, is logical and effective.                                                                                                                                          |
| <input type="radio"/> | <b>4</b> |                                                                                                                                                                                                                                                                                                            |
| <input type="radio"/> | <b>3</b> | Supporting details and information on most pages is usually logical, and their sequencing from page to page usually makes sense. However, sometimes the sequence or placement of details results in a narrative which is too sparse, too cluttered, or doesn't make sense.                                 |
| <input type="radio"/> | <b>2</b> |                                                                                                                                                                                                                                                                                                            |
| <input type="radio"/> | <b>1</b> | The structure or sequencing of supporting details is unclear. Details often seem to be unrelated to the theme or purpose. Often, related information is not grouped together, and/or unrelated information is grouped together for no reason. The sequencing of information makes it harder to understand. |
| <input type="radio"/> | <b>0</b> |                                                                                                                                                                                                                                                                                                            |

### C-3 Organization: **Quality of writing**

<input type="checkbox"/>	<b>5</b>	This Web project is interesting to read and holds the visitor's attention. Writing is simple, clear, direct, and in an active voice. Paragraphs are well structured and there is a logical flow from one paragraph to the next, and from one page to the next.
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	This Web project has many interesting things in it. The writing is understandable, but there are some places where it may be hard to understand. The writing could probably have been improved if the Web authors had asked for reviewers to give them more suggestions for improvement.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	The writing in this project is difficult to understand. Paragraphs and/or choices of words often don't make sense, or else it looks like the writing was done by someone other than the Web authors.
<input type="checkbox"/>	<b>0</b>	
<b>C-4 Organization: Transitions</b>		
<input type="checkbox"/>	<b>5</b>	Each new page begins and/or ends with a clear transition or paragraph that shows how ideas are connected from section to section and from page to page. It is clear how each page is connected to those related to it.
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	Many pages have good transitions or paragraphs which connect the page to other pages. Some pages, however, seem to be thrown in and their connection or relation to the project purposes may not always be clear. Or some pages may end abruptly without covering a subject or without links to other pages.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	Pages begin without a clear sense of how they fit into the project, and/or they may end without a sense of closure. Too many pages seem to be unconnected with other pages. There is no explanation of why the information is important to the project, or it is not clear how the pages relate to other sections or to other pages in the project.
<input type="checkbox"/>	<b>0</b>	
<b>C-5 Organization: Navigation</b>		
<input type="checkbox"/>	<b>5</b>	It is easy to navigate through this project. The use of links and menus make it clear how to continue to explore an idea or area in progressively more detail or to move along to the next topic. Visitors usually know where they are, what remains to be explored, and how to get back to the home page or index. A topic index or table of contents may be present.
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	While it is usually easy to navigate, visitors may sometimes have the sense of being lost or unsure of how or where to go next. Sometimes it may be difficult to determine which links are central to the main idea or purpose of the project, and which provide supporting information.
<input type="checkbox"/>	<b>2</b>	

<input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>0</b>	<p>It is easy to get lost in this project. The structure does not give enough guidance to help the visitor navigate through the content, or else the structure is so complex that it is confusing to move through the content in any organized way.</p>
<p><b>C-6 Organization: Links to other sites</b></p>	
<input type="checkbox"/> <b>5</b> <input type="checkbox"/> <b>4</b>	<p>Links to other Web sites are appropriate, contribute to the information being presented, and represent a valuable collection of additional resources related to the topic. There is enough information given with the links to fit the link into the overall structure and context of the Web project.</p>
<input type="checkbox"/> <b>3</b> <input type="checkbox"/> <b>2</b>	<p>Links to other Web sites are usually appropriate and interesting, but there may not be enough information given with the links to show how they are related to the project purpose or main idea. Or sometimes the authors rely too much on links to other Web sites and not enough on their own research.</p>
<input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>0</b>	<p>Links to other Web sites don't seem to contribute anything to the project purpose or main idea. There may not be enough information given to relate the links to the project purpose or main idea. Or there are either too many links which are unrelated to the topic, or there are not enough links to help support or explore the topic.</p>

## D. Language and Conventions

An excellent Web project shows an age- or grade-appropriate grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses these conventions effectively to enhance readability. Errors tend to be so few and so minor that the reader can easily overlook them unless specifically looking for them. Little or no editing is required.

### D-1 Conventions: Paragraphs

5

Paragraph breaks follow standard rules and clearly reinforce the organizational structure.

4

3

Text sometimes runs together into long paragraphs or is divided into incomplete paragraph segments which distract the reader.

2

1

Paragraph structure is missing or so irregular that it has no relationship to the organizational structure of the text. (For example each sentence is presented as a paragraph.)

0

### D-2 Conventions: Grammar

5

Grammar and word usage are correct and contribute to clarity and style.

4

3

While there are some problems with grammar or usage, they are not serious enough to distort meaning.

2

1

Errors in grammar or the use of words are very noticeable, and affect meaning.

0

### D-3 Conventions: Punctuation

<input type="radio"/> 5	Punctuation is accurate and guides the reader through the text.
<input type="radio"/> 4	
<input type="radio"/> 3	End of sentence punctuation is usually correct; however internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing or wrong.
<input type="radio"/> 2	
<input type="radio"/> 1	There is often no punctuation at the end of line, as well as mistakes with internal sentence punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses).
<input type="radio"/> 0	
<b>D-4 Conventions: Spelling</b>	
<input type="radio"/> 5	Spelling is generally correct, even of more difficult words.
<input type="radio"/> 4	
<input type="radio"/> 3	Spelling is usually correct or reasonably phonetic of common words.
<input type="radio"/> 2	
<input type="radio"/> 1	Spelling errors are frequent, even of common words, making it difficult to read.
<input type="radio"/> 0	
<b>D-5 Conventions: Need for revision</b>	
<input type="radio"/> 5	Site needs little or no editing or revision.
<input type="radio"/> 4	
<input type="radio"/> 3	Site could be improved with editing and revision.
<input type="radio"/> 2	

<input type="checkbox"/>	<b>1</b>	Site needs extensive editing.
<input type="checkbox"/>	<b>0</b>	

**E. Appearance and Presentation**

In an excellent Web project the overall appearance of pages is pleasing and contributes to the understanding of the content. There is a nice balance of easy to read titles, text, colors and graphics which results in a pleasant and comfortable viewing experience. Graphic elements contribute to the experience without being cluttered or confusing.

**E-1 Appearance: Effective overall design theme**

<input type="checkbox"/>	<b>5</b>	The layout of most pages is clear and easy to follow and follows a consistent design theme. Headers and fonts contribute to the overall understanding and flow of the information, and help to move the eye from main topics to supporting details.
<input type="checkbox"/>	<b>4</b>	

<input type="checkbox"/>	<b>3</b>	The layout of most pages is simple enough to follow the information. Headers and fonts are usually appropriately used. Most pages follow the same or similar design theme.
<input type="checkbox"/>	<b>2</b>	

<input type="checkbox"/>	<b>1</b>	The layout is cluttered or confusing, or the layout is so simple that the benefits of hypertext on the WWW are lost on this project (i.e., it looks more like a term paper than a hypermedia project). Or pages have a different look and feel and it is not clear that they form part of an organized set to accomplish a goal.
<input type="checkbox"/>	<b>0</b>	

**E-2 Appearance: Colors, background and text**

<input type="checkbox"/>	<b>5</b>	Colors, backgrounds and text are used effectively. They work together to create a pleasant viewing experience.
<input type="checkbox"/>	<b>4</b>	

<input type="checkbox"/>	<b>3</b>	Colors, backgrounds and text are clear and easy to read, but could have been used more effectively.
<input type="checkbox"/>	<b>2</b>	

<input type="checkbox"/>	<b>1</b>	Colors, backgrounds and text are not used effectively. <b>If present</b> , the contrast is inappropriate or the background is too busy, which makes the text hard to read.
<input type="checkbox"/>	<b>0</b>	
<b>E-3 Appearance: Icons and other graphical elements</b>		
<input type="checkbox"/>	<b>5</b>	Icons, buttons and other graphical elements, <b>if present</b> , make a valuable contribution to the appearance, are used consistently on most pages, and contribute to the overall flow of the information. (i.e., Whenever you see an icon, you know what it is for and what you are supposed to do.) <b>(Give this project a 5 if there are no graphical elements.)</b>
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	Icons and other graphical elements sometime help you to understand the layout or flow of information, but sometimes they are used inconsistently, or are confusing, or are unnecessary or distracting decorations.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	Icons and other graphical elements don't seem to serve any useful purpose other than for decoration, and often they are confusing or clutter up the pages. The site would be better if many of the graphics and icons were omitted.
<input type="checkbox"/>	<b>0</b>	
<b>E-4 Appearance: Multimedia resources</b>		
<input type="checkbox"/>	<b>5</b>	Multimedia resources, such as sound, video, images, icons and other graphics, <b>if present</b> , contribute to the main purpose of the Web site and enhance the reader's understanding of the information presented. <b>(Give this project a 5 if there are no multimedia graphics used.)</b>
<input type="checkbox"/>	<b>4</b>	
<input type="checkbox"/>	<b>3</b>	Multimedia resources, such as sound, video, images, icons and other graphics, are usually relevant, but sometimes they don't add much to understanding or seem to be irrelevant to the topic.
<input type="checkbox"/>	<b>2</b>	
<input type="checkbox"/>	<b>1</b>	Multimedia resources too often seem unrelated to the topic. They generally don't add much value to the information being presented.
<input type="checkbox"/>	<b>0</b>	

## F. Technical Performance

**Note: When considering technical performance of this Web site, do not penalize performance due to busy networks, telephone lines, or distant links.**

An excellent Web project works!

Graphical elements are optimized so that pages load quickly, even for users with limited bandwidth (slow modem speeds). Pages look good in text-only mode (when users have turned off graphics loading in their browser).

Pages look good in a variety of Web browsers. If there are advanced features which demand higher bandwidth or more sophisticated end-user resources (the "latest" browser or plug-in), an alternate low-bandwidth or text-only mode is provided.

Links to other pages and to internal resources all work as expected.

### F-1 Technical: Pages load efficiently

**5** Pages load quickly. Graphics, icons, and other graphical elements, if used, are kept small enough or are optimized (such as by providing image height= and width= tags) so that pages load **as quickly as possible**. If users turn off graphics loading in their browsers, pages still look good and missing images are labeled. Descriptive alt= tags for each image provide text-only users with a good idea of what they're missing.

**4** Graphics, icons, and other graphical elements are generally small enough to load reasonably fast, but they could be optimized (by using height= and width= tags) so text loads before the images. Pages still look good in text-only mode, but not all images include the alt= tags, or the alt= tags could be more descriptive.

**3** Graphic elements on too many pages are so large or unoptimized that pages take too long to load, especially when using slower connections. Or when user turns off graphics loading in their browser, pages lose too much information, don't look good, or too many of the images lack alt= tags.

### F-2 Technical: Pages work in a variety of browsers

**5** The Web pages look good in more than one browser. If advanced or technical features offered by one single Web browser are used, an alternative page is offered so other browsers can participate. (**Note: Give this project a 5 if it looks good in your only browser. You don't need to check in browsers you don't have.**)

**4**

<input type="radio"/>	<b>3</b>	The web pages may look good in the recommended browsers, but they don't look good in other browsers.
<input type="radio"/>	<b>2</b>	
<input type="radio"/>	<b>1</b>	These pages cannot be viewed by any browser except the recommended browser.
<input type="radio"/>	<b>0</b>	
<b>F-3 Technical: Links work</b>		
<input type="radio"/>	<b>5</b>	Almost all links to other sites, to internal Web pages, and to internal multimedia resources work properly.
<input type="radio"/>	<b>4</b>	
<input type="radio"/>	<b>3</b>	Most, but not all, links to other sites, to internal Web pages, and to internal multimedia resources work properly.
<input type="radio"/>	<b>2</b>	
<input type="radio"/>	<b>1</b>	Too many links to other sites, to internal Web pages, and to internal multimedia resources don't work properly.
<input type="radio"/>	<b>0</b>	
<b>F-4 Technical: Multimedia resources work</b>		
<input type="radio"/>	<b>5</b>	Multimedia resources, <b>if present</b> , such as movies and sound, work properly on a variety of platforms and browsers when they are downloaded ( <b>give project a 5 if there are no multimedia resources</b> ).
<input type="radio"/>	<b>4</b>	
<input type="radio"/>	<b>3</b>	Multimedia resources, such as movies and sound, work most of the time, but there were problems with some of them.
<input type="radio"/>	<b>2</b>	
<input type="radio"/>	<b>1</b>	Multimedia resources, such as movies and sound, fail to work too often.
<input type="radio"/>	<b>0</b>	

