Student Name: Subject: Class: **eAssessment Rubric** NSW Education & Training

Name of Assessment Task: Due Date:

Rubric Activity	**Glogster**											
Rationale	Glogster is a web portal that allows users to create interactive posters, or glogs, and share them with others in a variety of formats.											
Quality Teaching Elements	Cultural Knowledge, High Expectations, Deep Knowledge, Deep Understanding, Higher Order Thinking, Inclusivity, Self-Regulation, Connectedness, Substantive Communication, Self Direction, Explicit Quality Criteria											
	Grade E Limited		Grade D Basic		Grade C Sound		Grade B High		Grade A Outstanding		Evaluation
	Maximum Mark:		Maximum Mark:		Maximum Mark:		Maximum Mark:		Maximum Mark:		
Content	•Does not support the criteria of the task. •Access is denied to content due to uploading and embedding errors. •Has only one or no real source, showing no research and is not completed. •Contains factual errors, misinterpretation and has inaccurate information and responses. •No use of original text and responses		•Provides basic and inconsistent information, which does not support most of the criteria of the task. •Most content is accessible and easy to view. •Uses minimal sources and minimal multimedia options e.g. embedded video, sound, animated graphics and images. •Contains factual errors and misinterpretations. Basic use of original text and responses		•Satisfactory supports the criteria of the task. •Content is accessible and clear. •Uses a few creditable sources and a sound variety of multimedia options e.g. embedded video, sound, animated graphics and images •Has some factual information and responses. •Mostly original text and responses		•Well thought out and supports the criteria of the task. •Access to content is directed, easy to operate and view. •Uses a good range of creditable sources and several multimedia options e.g. embedded video, sound, animated graphics and images to compliment the content. •Is accurate •Original text and responses		•Critical and well thought out, supporting the criteria of the task. •Access to content is directed, easy to operate and encourages the audience to interact. •Uses accurate, extensive and creditable sources and a large variety of effective and relevant multimedia options e.g. embedded video, sound, animated graphics and images to enhance the content. •Is accurate. •Original text and responses.		☐ Teacher ☐ Peer

Audience Engagement	•Presentation does not offer elements that gain the audience's attention. •Does not interest the audience to learn and listen to the project. •Audience find it difficult to engage in the project and disengages from the project. •Unbalanced, unclear, irrelevant use of images, embedded video's, audio etc. •Has many flaws in operation which makes the audience disengage. •Use limited multimedia and embedded video's and audio, discouraging engagement.		•The project has basic elements that interest the audience. •A low level of engagement and interaction opportunities available in the task. •Not enough use of interactive images, text, embedded video and audio and interaction that are relevant to the task and discourage further investigation. •Has a flaw in operation which makes the audience disengage. •Basic consideration of aesthetics.		•The project has some elements that interest the audience and maintains sound attention and interaction. •Encourages the audience to navigate the project. •Satisfactory balance of images, text, embedded video and audio and interaction that is relevant to the task. •Aesthetics are mostly considered.		•The project gains the audience attention. •Generates high interest, investigation and engagement. •Encourages the audience to learn, listen and navigate the project. •Solid balance of colour, images, text, diagrams, embedded video and audio and interaction that reflects the purpose of the task. •Friendly to the eye. •Uses a variety of embedded multimedia		•The project caught the audience attention. •Captivates the audience and maintains attention and engagement. •Excites the audience to learn, listen, investigate and navigate the project. •Outstanding balance of colour, images, text, diagrams, embedded video and audio and interaction that reflects the purpose of the task. •Friendly to the eye and effective aesthetics. •Uses all forms of embedded multimedia in a relevant and innovative way.		☐ Teacher ☐ Peer
Organisation & Layout	•Content organisation is unfocused, irrelevant and not complete. •No thought and effort taken in the overall layout. •Task is rushed and incomplete. •Nearly impossible to navigate and has operational errors. •Limited use of appropriate headlines, titles, labels, graphics, colours, textures and directions.		•Content organisation is unfocused and shows basic understanding layout skills. •Information does not appear to have a pattern and some is incomplete. •Is difficult to navigate and operational flaws. •Fundamental use of appropriate headlines, titles, labels, graphics, colours, textures and directions.		•Content organisation in considered and satisfactory. •Information appears to have a pattern but the pattern is not consistently carried out through the project. •Has a few navigational flaws and does not flow seamlessly. •Sound use of appropriate headlines, titles, labels, graphics, colours, textures and directions.		•Content organisation skills are evident and clear. •Information is constructed in a logical pattern to support the task. •The arrangement and layout make it easy navigated. •High use of appropriate headlines, titles, labels, graphics, colours, textures and directions.		•Content organisation is clearly focused and the layout is thought out and very well considered. •Information is constructed and composed in a logical pattern to support the task. •Clever layout that encourages the audience to navigate the Glogster and stay absorbed in it. •Innovative and creative use of headlines, titles, labels, graphics, colours, textures and directions.		☐ Teacher ☐ Peer

Presentation	♦Multimedia is not used or embedded correctly and is incomplete. ♦Incomplete format. ♦Presentation is messy with no really effort or thought process. ♦Several functional errors. ♦All embedded and uploaded media is unclear and very difficult to understand.		♦Multimedia is used poorly illustrated and embedded and is incomplete. ♦Format does not link effectively to the content. ♦Presentation has a basic arrangement with basic use of colour, graphics and media and/or is overpowering making it busy and confusing. ♦Minimal functional errors. ♦Some embedded and uploaded media resolution is unclear and hard to understand.		♦Multimedia is embedded satisfactorily and illustrates the main criteria of the task. ♦Presentation has a sound composition with solid use of colour, graphics and media to compliment the task. ♦Satisfactory resolution of embedded and uploaded media.		♦Multimedia is embedded effectively to support the criteria of the task. ♦Presentation has a creative composition with good use of colour, graphics and media to compliment the task ♦Clear and good resolution of embedded and uploaded media.		♦Multimedia is embedded effectively to clarify and illustrate the criteria of the task. ♦Presentation enhances the content. ♦Presentation has a creative composition with effective use of colour, graphics and media that enhances the entire task. ♦Clear and good resolution of embedded and uploaded media.		☐ Teacher ☐ Peer
Literacy	♦Information has a significant number of grammar, spelling and punctuation errors.		♦Information has numerous grammar, spelling and punctuation errors.		♦Information is accurate with some grammar, spelling and punctuation errors.		♦Information is mostly accurate with few grammar, spelling and punctuation errors.		♦Information is accurate and complete with correct grammar, punctuation and spelling.		☐ Teacher ☐ Peer

Feedback