Gadsden City Schools

Competition Levels

Students in grades 3-12 are invited to compete in the following levels.

Level 1 - Grades 3-4
Level 2 - Grades 5-6
Level 3 - Grades 7-8
Level 4 - Grades 9-10
Level 5 - Grades 11-12

Categories

Animation
Audio
Digital Art/Photography
Digital Game Design
Graphic Design/3D Modeling
Hardware Modification
Multimedia Applications
Productivity Design
Robotics A/B ****ONE Robotics A ENTRY & ONE Robotics B ENTRY****
Video Production
Website Design I & II ****ONE Website Design I ENTRY & ONE Website Design II ENTRY****

Alabama Consortium for Technology in Education, Inc.

Animation

This category is defined as any original project that generally consists of a sequence of images of the motion of objects to create a video.

Animation can involve programming sprites to talk, move, and interact. This can include, but is not limited to, short movies, music videos, comical shorts, and others by using a variety of animation techniques.

Animation can also be stop-motion animation; the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the movie is shown as a sequence.

Software may include, but not be limited to:

- Scratch (or Scratch 2.0 Offline Editor)
- Alice
- Adobe Animate CC
- Crayola Easy Animation Studio
- Toontastic
- iFunFace
- PowToon
- Flipnote Studio 3D
- iStopMotion
- StikBot
- Plotagon | Tutorial and Sample Project
- Toon Boom | Tutorial and Sample Project

2023 ANIMATION RUBRIC - "JUDGING CRITERIA" – ACTE

Alabama Consortium for Technology in Education

ANIMATION	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Project has little to no animation.	6- 10 Project is incomplete and does not function as intended. Figures do not move in a consecutive motion.	11 – 15 Project displays a completed animation in its entirety.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 Displays high level of creativity throughout the design process and oral presentation. Unique, well planned and creative.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the animation.	10 - 17 Limited choice of textures, shapes, and colors. Some objects or characters are shaky and move irregularly.	18 – 25 Mastery in choice of textures, shapes and colors. Movement is smooth and realistic. Complex design with three or more sources of movement.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student displays little to no understanding of the software used.	11 – 20 Student does not show full understanding of the software. Choice of software may be inappropriate for project.	21 – 30 Student can answer specific questions about movement of animation. Mastery of understanding of the software to enhance the project.	
COMMENTS			TOTAL SCORE	

Alabama Consortium for Technology in Education, Inc.

Audio

This category is defined as any original audio production that has been edited/produced with digital tools. Projects may include speaking, singing, music, sounds effects, and other audio components.

The project must be displayed on a device using the program in which it was created. The student should be prepared to demonstrate to judges how the software was used to create the finished project.

Software may include, but not limited to:

- Audacity
- Garage Band
- Wavosaur
- EarSketch
- Adobe Audition
- Wavepad
- Acoustica

2023 AUDIO PRODUCTION RUBRIC - "JUDGING CRITERIA" – ACTE

Alabama Consortium for Technology in Education

AUDIO PRODUCTION	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Project does not work at all or barely works.	6- 10 Project begins and ends abruptly. Lacks audio effects or musical elements. Needs more work.	11 – 15 Project is complete: a clear beginning, middle and end with audio effects and musical elements throughout project.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 Displays high level of creativity throughout the design process and oral presentation. Unique, well planned and creative.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the project.	10 - 17 Minor issues such as background noise or sound level problems. Student's vocal audio needs more refinement.	18 – 25 Quality of production is high-end with no issues. All audio effects and musical elements enhance the project. Vocal audio clear and editing effective.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student displays little to no understanding of the software used.	11 – 20 Student does not show full understanding of the software. Choice of software may be inappropriate for project.	21 – 30 Mastery in the choice and use of software to enhance the project. Student answers specific questions about their project.	
COMMENTS			TOTAL SCORE	

Alabama Consortium for Technology in Education, Inc.

Digital Art

This category is defined as any project using a original student work where digital editing tools were used to create the image.

The project must be displayed on a device using the program in which it was created.

The student should be prepared to demonstrate to judges how the software was used to create the finished project. A hard copy of the finished project may be displayed but is not required.

Software may include but not limited to:

- Adobe Creative Suite
- BeFunky
- GIMP
- PicMonkey
- Pixlr
- Pixelmator

Rubric

Alabama Consortium for Technology in Education, Inc.

Digital Photography

This category is defined as any project using a single original student photograph where digital editing tools were used to enhance/modify the image. Images containing non-original content or collages fall under the Graphic Design category.

The project must be displayed on a device using the program in which it was created.

The student should be prepared to demonstrate to judges how the software was used to create the finished project. A hard copy of the finished project may be displayed but is not required.

Software may include but not limited to:

- Adobe Creative Suite
- BeFunky
- GIMP
- PicMonkey
- Pixlr
- Pixelmator

Rubric

2023 DIGITAL ART & Digital Photography RUBRIC - "JUDGING CRITERIA" – ACTE
Alabama Consortium for Technology in Education

DIGITAL ART & Digital Photography	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Project has little to no value. Unedited, missing elements, photo not an original student photo.	6- 10 Project incomplete. Not many edits made to art/photo. Needs more work.	11 – 15 Image is fully complete. Photo editing enhances original image. Project original student photo. Aesthetically pleasing.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 Displays high level of creativity throughout the design process and oral presentation. Unique, well planned and creative.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the project.	10 - 17 Elements of the project are not cohesive. Some elements do not serve project purpose. Image not properly composed, improper levels of exposure and white balance. (Photography)	18 – 25 High quality, properly composed image. Proper levels of exposure and white balance (photo). Edits create specific effects. Use of color, texture, shapes, & layout enhance design.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student shows little to no understanding of the software used.	11 – 20 Student does not show full understanding of the software or editing process. Does not explain project design or editing process.	21 – 30 Student explains specifics about project and design process. Mastery in choice and use of software to enhance project.	
COMMENTS			TOTAL SCORE	

Alabama Consortium for Technology in Education, Inc.

Digital Game Design

Digital Game Design projects should include original content, design, and rules of an interactive game. Students may use the software program of their choice in order to demonstrate creativity, originality, organization, and interactivity. Students should be able to explain to judges what inspired their game idea and how they programmed their game to achieve project goals.

Software may include but not limited to:

- Scratch
- Hopscotch
- GameSalad Creator
- Minecraft
- Android Studio
- Tynker
- Unity 3D Game Engine
- Gamemaker Studio 2

Rubric

2023 DIGITAL GAME RUBRIC - "JUDGING CRITERIA" – ACTE

Alabama Consortium for Technology in Education

DIGITAL GAME DESIGN	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Project has little to no functionality.	6 – 10 Project is incomplete and/or lacks a clear rule set or goal. Game may not be fully playable.	11 – 15 Project completely interactive with a clear rule set and goal. Game is completely playable by one or more people.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 High level of creativity in the design process. Game presents an interesting or creative challenge. Oral presentation unique, well planned and creative.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the project.	10 – 17 Elements of project not cohesive. Navigating the menu is not intuitive. Elements of project are missing or lack quality.	18 – 25 Game has high quality sound, animation, environments and elements. Game is fun and engaging. Player can navigate with ease.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student displays little to no understanding of the software used.	11 – 20 Student is unable to answer specific questions about the project or software used. Unclear about specifics of the project and/or the design process.	21 – 30 Student explains specific questions about their project, including the software used to program and design the game.	

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Graphic Design

Projects in the category use a combination of static images and/or words into a single design to convey information or an idea with an intended effect.

Digital Photography and 3D Modeling are NOT part of this category.

The project, including all images and content, must be displayed on a device using the program in which it was created.

Software may include, but not be limited to:

- Microsoft Publisher
- Crayola Color Alive
- Adobe Creative Suite
- Sketchpad
- ToonBoom

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actestate@gmail.com

Alabama Consortium for Technology in Education, Inc.

Hardware Modification

This category is for devices engineered and/or modified by students to serve a specific purpose or meet a specific goal. Device and parts do not have to be new. However, the device must be fully functional.

Some examples include, but are not limited to:

- Arduino Projects
- Raspberry Pi
- Makey Makey Projects

Rubric

2023 HARDWARE MODIFICATION RUBRIC - "JUDGING CRITERIA" – ACTE

Alabama Consortium for Technology in Education

HARDWARE MODIFICATION DESIGN	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Device is incomplete. Device barely works or does not work at all.	6- 10 Device functions but lacks certain features that would help it be fully functional.	11 – 15 Device is fully functional and serves a specific purpose or accomplishes an intended goal.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 Displays high level of creativity throughout design process and oral presentation. Device unique and creative. Well planned presentation.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the project.	10 - 17 Some elements of the design are or do not fit the purpose of the modification(s). Finished device is not aesthetically pleasing.	18 – 25 Device meets a specific, real-world purpose. Appearance and design enhance purpose. Appropriate modifications match goal of project. Aesthetically pleasing.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student displays little to no understanding of the software used or the design process.	11 – 20 Some understanding. Student did not demonstrate knowledge of the device, specific modifications, or parts of the design process.	21 – 30 Student was able to demonstrate all aspects about the device, design process and modifications. Mastery in choice and understanding of the software to enhance the project.	
COMMENTS			TOTAL SCORE	

Alabama Consortium for Technology in Education, Inc.

Multimedia

Projects in this category are defined as any multi-page creative presentation using any combination of media including audio, video, images, or text.

Videos fall under the Video Production category. Animated movies fall under the Animation category.

Software may include, but is not limited to:

- PowerPoint
- Google Slides
- Apple Keynote
- Canva
- Microsoft Sway
- Prezi

2023 MULTIMEDIA APPLICATIONS RUBRIC - "JUDGING CRITERIA" – ACTE
Alabama Consortium for Technology in Education

MULTIMEDIA APPLICATIONS	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION **0 – 10** **Did student(s) include citations for sources & permissions for non-student produced material?**	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present or none needed.	
PROJECT COMPLETION **0 – 15** **Did student(s) complete the entire project?**	0 – 5 Project is incomplete. Difficult to follow. Numerous grammatical errors. Simple and basic with not much thought.	6- 10 Project has little organization. Navigation inconsistent. Few grammatical errors. Effective and imaginative.	11 – 15 Project complete with all essential information. Navigation through project makes sense. Evidence of research. Original.	
CREATIVITY **0 – 20** **Did student(s) use a higher level of creativity throughout the design process and presentation?**	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 High level of creativity throughout design. Unique, well planned and creative to include color, balance of graphics, text, and use of special effects.	
PURPOSE **0 – 25** **Did all parts of the project work together for the intended purpose?**	0 – 9 Little to none of the elements of the design fit the purpose of the project.	10 - 17 Combination of elements and content reinforce the topic. Little evidence given to layout, text, graphics and special effects.	18 – 25 Choice and use of software to enhance project is mastered. Special attention given to layout, graphics, and special effects. Project flows well.	
UNDERSTANDING **0 – 30** **Did student(s) demonstrate a solid understanding of the software in development of the project?**	0 – 10 Student displays little to no understanding of the software used to create the project.	11 – 20 Some understanding of the software used to create the project. Student able to explain software to some degree.	21 – 30 Student able to demonstrate all aspects of software. Mastery of understanding of the software to enhance the project.	
COMMENTS			**TOTAL SCORE**	

Alabama Consortium for Technology in Education, Inc.

Productivity Design

Projects in this category can be developed from various non-multimedia application programs such as desktop publishing, word processing, spreadsheets, databases, or any other non-multimedia software.

While physical hard copies can be presented for judging purposes, it's important to note that large-scale displays are not permissible within this category.

Software may include, but is not limited to:

- Office 365 Applications (Publisher, Access, etc.)
- Google Workspace Applications
- Canva
- Apple Productivity Tools (Numbers, Pages, etc.)

Rubric

2023 PRODUCTIVITY DESIGN RUBRIC - "JUDGING CRITERIA" – ACTE

Alabama Consortium for Technology in Education

PRODUCTIVITY DESIGN	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Project is incomplete. Project barely works or does not work at all.	6- 10 Project functions but lacks certain features that would help it be fully functional.	11 – 15 Project displays all essential information completely and in depth.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 High level of creativity throughout design and oral presentation. Unique, well planned and creative.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the project.	10 - 17 Elements of the project are not cohesive.	18 – 25 Choice and use of software mastered. Layout logical and appealing. Design elements (graphics, fonts, colors, etc.) enhance project.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student displays little to no understanding of the software used to create the project.	11 – 20 Some understanding of the software. Student used software that did not require an in-depth knowledge of productivity skills.	21 – 30 Student able to demonstrate all aspects of software. Mastery in choice and understanding of the software to enhance the project.	
COMMENTS			TOTAL SCORE	

Alabama Consortium for Technology in Education, Inc.

Robotics A--non-built/programmed to run without assistance from student

IMPORTANT INFORMATION

- Projects in this category are autonomous machines that are programmed by the student.
- Once started, the robotics project should operate as a standalone independent machine without human interaction. Devices controlled through direct, real-time remote control by the student are not appropriate (example: remote controlled)

Examples of commercially available robotics kits (but not limited to):

- Dash and Dot
- Ozobots
- Edison

Robotics B --Robots the student builds and programs/runs without assistance from student.

IMPORTANT INFORMATION

- Projects in this category are autonomous machines engineered and programmed by the student from their own concepts and designs or published drawings/kits.
- Once started, the robotics project should operate as a standalone independent machine without human interaction. Devices controlled through direct, real-time remote control by the student are not appropriate (example: remote controlled)

Examples of commercially available robotics kits (but not limited to):

- Lego
- K'Nex
- Capsella
- VEX

- Technics
- Student-engineered robot designs and concepts are encouraged.

Rubric

2023 ROBOTICS RUBRIC A - "JUDGING CRITERIA" – ACTE Alabama Consortium for Technology in Education

ROBOTICS	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Robot is incomplete. Robot barely works or does not work at all.	6- 10 Robot incomplete. Needs more work to be fully functional.	11 – 15 Robot complete. Functions as designed with student programming.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 High level of creativity throughout design and oral presentation. Unique, well planned and creative.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the robot.	10 - 17 Some elements are unnecessary, missing or do not fit the purpose of the robot. Robot requires some human interaction to complete task.	18 – 25 Robot performs tasks created by student programming with no human interaction to perform stated tasks.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student displays little to no understanding of the software used to create the robot.	11 – 20 Drag and drop interface used to program robot. Pre-built scripts used to control robot.	21 – 30 Student explains specific questions about means to program and control robot. Mastery of understanding programmed language used.	
COMMENTS			TOTAL SCORE	

Alabama Consortium for Technology in Education, LLC

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Video Production

Video Production includes any original video project that has been edited on a computer with digital video editing software and exported into a digital video format. The project must be displayed for viewing on a computer. Judges will ask questions to determine the level of understanding of the software and production process.

Stop-motion and animation projects fall under the Animation category.

Software may include, but not limited to:

- Adobe Premier
- Apple Final Cut Pro
- Apple iMovie -free for mac
- Wondershare Filmora - free version
- VDSC Free Video Editor -free
- Shotcut- free

Rubric

2023 VIDEO PRODUCTION RUBRIC - "JUDGING CRITERIA" – ACTE

Alabama Consortium for Technology in Education

VIDEO PRODUCTION	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION 0 – 10 Did student(s) include citations for sources & permissions for non-student produced material?	0 – 5 Little to none of the required documentation present.	6 – 9 Some or most of the required documentation present.	10 All required citations and permissions are present, or none needed.	
PROJECT COMPLETION 0 – 15 Did student(s) complete the entire project?	0 – 5 Project is incomplete, unedited, or not an original student created video.	6- 10 Project begins and ends abruptly. Project lacks audio effects or musical elements in certain areas.	11 – 15 Project is complete with a clear beginning, middle and end with audio effects and musical elements throughout project.	
CREATIVITY 0 – 20 Did student(s) use a higher level of creativity throughout the design process and presentation?	0 – 7 Minimal levels of creativity shown in the project design and oral presentation.	8 – 14 Displays lower level of creativity in the design process and oral presentation.	15 – 20 High level of creativity throughout design and oral presentation. Unique, well planned and creative.	
PURPOSE 0 – 25 Did all parts of the project work together for the intended purpose?	0 – 9 Little to none of the elements of the design fit the purpose of the project.	10 - 17 Some elements are unnecessary or missing. Minor issues such as background noise, sound level problems or shaky video.	18 – 25 Audio and video are smooth transitions that enhance project. Audio consistent quality and properly synchronized with video. Edits clean and effective.	
UNDERSTANDING 0 – 30 Did student(s) demonstrate a solid understanding of the software in development of the project?	0 – 10 Student displays little to no understanding of the software used to create the project.	11 – 20 Student does not show full understanding of software. Choice of software may be inappropriate for the project.	21 – 30 Student explains specific questions about design process and can explain all edits to enhance project. Mastery of software.	
COMMENTS			TOTAL SCORE	

Alabama Consortium for Technology in Education, Inc.

Website I--Drag and Drop

We Design software where the student drags and drops the boxes into the place they want them on their website and then inputs information.

Software may include, but is not limited to:
Google Sites
Wix
Weebly
Canva
Dorik
Webflow

Website II--Programmed & Runs without assistance.

Students write their own code for their webpage.
Software may include, but is not limited to

- Javascript
- Python
- Typescript
- PHP
- Ruby
- HTML and CSS

Rubric

2023 WEBSITE DESIGN RUBRIC - "JUDGING CRITERIA" – ACTE
Alabama Consortium for Technology in Education

WEBSITE DESIGN PRODUCTION	MINIMAL	PARTIAL	MASTERY	RANK
PORTFOLIO - DOCUMENTATION **0 – 10** **Did student(s) include citations for sources & permissions for non-student produced material?**	**0 – 5** **Little to none of the required documentation present.**	**6 – 9** **Some or most of the required documentation present.**	**10** **All required citations and permissions are present, or none needed.**	
PROJECT COMPLETION **0 – 15** **Did student(s) complete the entire project?**	**0 – 5** **Website incomplete. Cluttered looking, confusing, difficult to locate important elements. Links do not work.**	**6- 10** **Usable website layout but may appear busy or boring. Some links missing or do not work. Easy to locate most important elements.**	**11 – 15** **Website is complete with exceptionally attractive and usable layout. Easy to locate important elements. Links clearly labeled and consistent.**	
CREATIVITY **0 – 20** **Did student(s) use a higher level of creativity throughout the design process and presentation?**	**0 – 7** **Minimal levels of creativity shown in the project design and oral presentation. Low quality graphics, images broken. Background detracts from the readability of site.**	**8 – 14** **Displays lower level of creativity in the design process and oral presentation. Good quality graphics relate to theme/purpose. Some broken images. Background attractive, consistent.**	**15 – 20** **Student displays high level of creativity throughout design and oral presentation. Unique, well planned and creative. Thoughtful high-quality graphics related to theme/purpose.**	
PURPOSE **0 – 25** **Did all parts of the project work together for the intended purpose?**	**0 – 9** **Little to none of the elements of the design fit the purpose of the project. Minimum amount of information. Many errors in grammar and spelling.**	**10 - 17** **Elements of the project are not cohesive. Website does not fully serve its intended purpose. Navigation inconsistent. Few errors in grammar and spelling.**	**18 – 25** **Layout and user interface consistent. Design and functionality impressive. No errors. Hyperlinks appropriate. Elements used enhance aesthetics and functionality of website.**	
UNDERSTANDING **0 – 30** **Did student(s) demonstrate a solid understanding of the software in development of the project?**	**0 – 10** **Student displays little to no understanding of the software used to create the project.**	**11 – 20** **Student has a good understanding of the material on the website. Explains content and procedures.**	**21 – 30** **Student explains specific questions about project and software chosen. Exceptional understanding and mastery of software.**	