**Multimedia Rubric for Projects Designed to Inform  
Aligned with Common Core Literacy Standards**

**Created by Dr. Regina Royer  
Salisbury University**

| **Element** | **Developing** | **Acceptable** | **Target** | **Common Core Literacy Standards 6-12** |
| --- | --- | --- | --- | --- |
| **Text**  (Synthesis of central ideas) | Text partially identifies core concepts for the audience. | Text accurately identifies most core concepts. Information is synthesized to highlight most key concepts of the topic. | Text accurately identifies core concepts of the assigned readings and independent research. Information is synthesized to highlight key concepts of the topic. | CCR\* Reading Standard 2.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details  and ideas. |
| **Text**  (Explanation) | Text partially explains core concepts of the topic | Text generally explains core concepts of the topic | Text succinctly and clearly explains central concepts with detail essential for understanding of the topic. | CCR Reading Standard 2.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details  and ideas.  CCR Writing Standard 2.  Write informative/explanatory texts to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **Text**  (Support) | Text includes at least two quotations that relate to core concepts. | Text includes at least two quotations that clearly support explanation of core concepts. | Text includes at least two quotations that clearly support and extend explanation of central concepts in the Glog. | CCR Reading Standard 1.  Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  CCR Writing Standard 9.  Draw evidence from literary or informational texts to support analysis, reflection, and research |
| **Graphics**  (Analysis) | Use of graphics is decorative or only tangentially informs | At least two graphics are included to extend meaning and clarify the topic | Three or more graphics inform, clarify, and/or extend the topic. | CCR Reading Standard 7.  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| **Videos**  (Analysis)- | Video provides information that relates to the topic. | Video provides information that extends understanding of the topic. | One or more videos provide information that extends understanding of the topic. Text is provided to explain the rationale for selecting the video and to identify a viewing focus. | CCR Reading Standard 7.  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| **Internet Links** (Analysis) | Internet link provides information related to the topic. | Internet link provides information that enhances understanding of the topic. Narrative is provided to explain purpose or reading focus of the link. | Two or more Internet links provide information that enhances understanding of the topic. Text is provided to explain the rationale for selecting the link and to identify a reading focus of the link. | CCR Writing Standard 8.  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each  source, and integrate the information while avoiding plagiarism. |
| **Audio** (Application) | Audio podcast or Voki provides a limited overview of the Glog. | Audio podcast or Voki provides an overview of the Glog. | Audio podcast or Voki provides the listener with a takeaway statement of the central idea of the Glog. | CCR\* Reading Standard 2.  Determine central ideas or themes |
| **Appearance** (Creativity) | Titles, labels, and other Glog elements are easy to navigate. | Titles, labels, and other Glog elements are aesthetically pleasing and easy to navigate. | Titles, labels, and other Glog elements are aesthetically pleasing, creative, and easy to navigate. |  |
| **Comments** (Collaboration, Interpretation) | Comments posted on classmates' Glogs reflect on aesthetic elements in the Glog | Comments are posted on classmates' Glogs that reflect on specific details or elements in the Glog. | Comments are posted on classmates' Glogs that reflect on specific details or elements in the Glog and make connections between different Glogs. | CCR Writing Standard 6  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others |

\* College and Career Readiness Anchor Standards (2010). Retrieved from http://www.corestandards.org/assets/CCSSI\_ELA%20Standards.pdf