

# Big Era 1 Project – Global Times Content RUBRIC

	:~) <i>Smiley Face Column</i> <i>This is Awesome!</i>	:~] <i>Almost Smiling</i> <i>Column Solid</i> <i>Work</i>	:~  <b>Neutral Face Column</b> <b>Not bad but not good</b>	:~( <i>Sad Face Column</i> <i>There is little to smile about here</i>
<b>General Appearance</b>	First page has strong aesthetic appeal; not cluttered, graphics enhance content; image selection is appropriate; appearance makes you want to continue reading the paper. Enhancements enrich the viewing and learning experience and significantly contribute to conveying the content and meaning	Elements adequately contribute to conveying the content and meaning; most graphics used appropriately to enrich the experience; appearance doesn't necessarily inspire the reader	Lacking attention to aesthetic design. Graphics are random or insufficient and do not enhance content.	Graphics interfere with or distract from content and communication of ideas.
<b>Clarity</b>	You can tell the point of the section immediately; you can move from page to page, with ease, without getting lost or confused; headlines for each article are helpful, appropriate, and engaging; each article connects in some way with the other articles	Few difficulties navigating content, may have minor problems with pagination; sequence of information is logical; most headlines are clear and direct but may not be engaging; section may seem to lack purposefulness.	Organization of articles is confusing. Design is not clear and headlines are either unclear or not present.	Sequence of information is not logical. Pages are difficult to follow. Headlines are not present.
<b>Critical Thinking:</b>	Explores the complexity of the issues; in-depth analysis; confrontation and discussion of conflicting information, motivations and ideas; critical research and reading evident; interprets information in accurate and insightful ways; demonstrates excellent pre-planning in terms of what content is included	Analysis lacking depth of understanding; accurately interprets content but pre-planning seems spotty at best so that section does not demonstrate understanding of information and critical choices in which content to include	More descriptive than analytic; relies on summary of information and events rather than application of information to section themed; makes errors in interpreting research; ineffectively and insufficiently synthesizes the information.	Inadequate or inaccurate understanding of the information/events; attempts at analysis or insight are confused or inappropriate; major errors in understanding content and VERY limited inclusion of content.
<b>Content Mastery:</b>	Thoroughly researched; all articles are grounded in substantiated evidence; no assumptions; sophisticated understanding of details, nuances and subtleties of the content Sufficient information to make the section worth reading; information is clearly communicated and organized; content effectively achieves its intended purpose; amount of content is impressive.	Considerable evidence contributes to content development; accurate understanding of details, nuances and subtleties of the content but lacks depth; assumptions cloud facts, ambiguous; amount of content is adequate but not impressive	Exhibits only sketchy or insufficient evidence; may have errors; some understanding of details, nuances and subtleties of the content is evident; most subject knowledge is superficial (not detailed); does not incorporate enough content	Almost no use of evidence; attempts are confused or inappropriate; major errors; complete misunderstanding or no effort to understand the details, nuances and subtleties of the content

<b>Writing Quality</b>	Must be well-organized and well-written; writes with impressive clarity, technical polish and a sense of purpose arising from sincere interest in and use of language; clear and strong topic sentences for each article, quotes and excerpts are blended and effectively analyzed, smooth transitions between paragraphs; writing style and rhetoric accurately reflects the purpose of the section	Clearly organized and written; not exceptional but logical; writes with clarity and correctness	Acceptable organization and writing; writes with some clarity but with some notable editing errors or occasional awkwardness; some articles may have topic sentences, but not always; quotes generally not blended, analysis lacking thoroughness; few, if any, transitions	Disorganized and poorly written; no topic sentences in the articles, no or poorly used quotes, no analysis, no transitions
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