

INTRODUCTION TO ONLINE LEARNING PROJECT RUBRIC

<p>EXCELLENT (100%) A project in this category demonstrates clear and consistent mastery of digital literacy concepts.</p>	<ul style="list-style-type: none"> Effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas Exhibits skillful use of language, using a varied, accurate, and apt digital literacy vocabulary; demonstrates meaningful variety in sentence structure; is free of most errors in grammar, usage, and mechanics
<p>PROFICIENT (85%) A project in this category demonstrates reasonably consistent mastery of digital literacy concepts, although it may have occasional lapses in quality.</p>	<ul style="list-style-type: none"> Effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position Is well organized and focused, demonstrating coherence and progression of ideas Exhibits facility in the use of language, using appropriate digital literacy vocabulary; demonstrates variety in sentence structure; is generally free of most errors in grammar, usage, and mechanics
<p>SATISFACTORY (70%) A project in this category demonstrates adequate mastery of digital literacy concepts, although it will have lapses in quality.</p>	<ul style="list-style-type: none"> Develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position Is generally organized and focused, demonstrating some coherence and progression of ideas Exhibits adequate but inconsistent facility in language use, using generally appropriate digital literacy vocabulary; demonstrates some variety in sentence structure; has some errors in grammar, usage, and mechanics
<p>DEVELOPING (55%) A project in this category demonstrates developing mastery of digital literacy concepts, and is marked by one or more weaknesses.</p>	<ul style="list-style-type: none"> Develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position Is limited in its organization or focus, but may demonstrate some lapses in coherence or progression of ideas Displays developing facility in the use of digital literacy language, but sometimes uses weak vocabulary or inappropriate word choice; lacks variety or demonstrates problems in sentence structure; contains an accumulation of errors.
<p>LIMITED (40%) A project in this category demonstrates little mastery of digital literacy concepts and is flawed by one or more weaknesses.</p>	<ul style="list-style-type: none"> Develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position Is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas Displays very little facility in the use of digital literacy language, using very limited vocabulary or incorrect word choice; demonstrates frequent problems in sentence structure; contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured
<p>POOR (25%) A project in this category demonstrates very little or no mastery of digital literacy concepts and is severely flawed by one or weaknesses.</p>	<ul style="list-style-type: none"> Is disorganized or unfocused, resulting in a disjointed or incoherent project Develops no viable point of view on the issue, or provides little or no evidence to support its position Displays fundamental errors in digital literacy vocabulary; demonstrates severe flaws in sentence structure; contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning