

Multimedia

An integration of multiple forms of media;
includes text, graphics, audio and/or video



40%
WEIGHT

RESEARCH

Consider the following:

1. **Focus:** Are the two questions that are the basis of the Challenge answered and how thoroughly?
2. **Accuracy:** Is the information accurate and relevant to location (a Canadian contest)?
3. **Persuasiveness:** How effectively did the author deliver the message? Are there facts included to support the message? Are relevant and cohesive connections established?

	(1 point)	(2 points)	(3 points)	(4 points)
1	Does not address the questions (<50%).	Addresses some of the questions (>50%).	Addresses most of the questions; not all thoroughly.	Addresses each of the questions thoroughly.
2	Scientific background is consistently inaccurate. There are no Canadian examples provided.	Scientific background contains common inaccuracies. Some of the examples stating where the resources are found are Canadian.	Scientific background is mostly accurate. Most of the examples stating where the resources are found are Canadian.	Scientific background is accurate. All of the examples stating where the resources are found are Canadian.
3	Entry does not persuade the audience of the importance of Earth's resources or how it relates to everyday life. Entry fails to present satisfactory arguments and connections.	Entry is somewhat persuasive and presents an incomplete argument and/or connection of the importance of Earth's resources to everyday life. Argument and/or connections are weak.	Entry is persuasive and provides two connections of the importance of Earth's resources to everyday life. Argument and/or connections lack detail.	Entry is extremely persuasive and provides more than two clear and detailed connections to the importance of Earth's resources to everyday life.

40%
WEIGHT

INNOVATION

4. **Originality:** How novel, original or unexpected is the entry as compared to past submissions? How well does the entry elaborate or reformulate what was known or has been done previously?
5. **Elements and Design***: How understandable, polished and aesthetic is the final product? How functional or relevant is it? Does the project have the capacity to stimulate positive emotions such as surprise or other relevant feelings, the 'wow' factor?
6. **Craftsmanship:** How well does the entry achieve its purpose? How well does the final product, as presented operate as a 'whole', an outcome that has integration or synthesis?

	(1 point)	(2 points)	(3 points)	(4 points)
4	Entry is neither creative nor original in its design. Exact same as a past entry.	Entry is creative but is not original in its design. Similar to a past entry.	Entry is both creative and original in its design. Refreshing but familiar.	Entry is extremely creative and original in its design. Completely novel.
5	Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. Sparse notes about proposed dialogue/narration text (script) are included.	Content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of frames/scenes with no unifying main idea. The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the presentation frames/scenes, audio background, or notes about the dialogue.	Information in the entry is presented as a connected theme with supporting information that contributes to understanding the project's main idea. The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue. Some notes about proposed dialogue/narration text are included.	A rich variety of supporting information in the entry contributes to the understanding of the project's main idea. The storyboard illustrates the presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, and sound and title tracks include: text, color, placement, graphics, etc. Notes about proposed dialogue/narration text are included.
6	There was no video, or recording was totally unedited with no transitions or audio support of any kind.	Video was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement.	Editing was not done as well as it should have been. Some poor shots remain. Video is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	Video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.

Continued....

- 7.** *Expression:* Correct grammar, punctuation and spelling are key elements of good writing skills. Does the text as presented communicate the message with clarity and ease?
- 8.** *Citation:* Is the origin of the ideas, facts and content clearly identified and presented in a reference page or bibliography? Has an attempt been made to organize the content e.g. use of headings indicating the type of information (Text, graphics, figures, diagrams, music, etc.)? Is the source credible? When was the material published (or the website updated)?

	(1 point)	(2 points)	(3 points)	(4 points)
7	<p>Poorly written. Obvious and numerous errors (5 or more unique) in spelling, punctuation or grammar.</p> <p>Poor sentence structure and/or flow.</p> <p>Errors are distracting to the reader..</p>	<p>Some errors (3 to 4 unique errors) in spelling, punctuation or grammar.</p> <p>Choppy sentence structure. Minor errors in sentence structure and/or flow.</p> <p>Errors are minimally distracting to the reader.</p>	<p>Well written. Good insights. Few errors (less than 3 unique errors) in spelling, punctuation, or grammar.</p> <p>Errors, if present, are not distracting to the reader.</p>	<p>Articulate and insightful. No errors in spelling, punctuation or grammar.</p> <p>Consistent use of effective sentence length and structure (fluidity).</p>
8	<p>No reference page is present. Nor are any sources cited.</p>	<p>Entry does not include a separate reference page / bibliography.</p> <p>Only website URLs are listed. Sources are not arranged in a clear manner.</p> <p>Five to seven sources included of which all were of questionable origins; e.g. personal website, blogs, Facebook posts etc.</p>	<p>Entry includes a separate reference page / bibliography.</p> <p>Sources listed but headings are not used to indicate what content is being attributed to the source.</p> <p>Minimum of 7 sources including some in which the origins are questionable; e.g. personal website, blogs, Facebook posts etc.</p>	<p>Entry includes a reference page / bibliography.</p> <p>Sources organised and listed by type using headings (e.g. Content, Photos, Graphics, etc.).</p> <p>Minimum of 7 high quality sources. All of the sources are credible (websites from credible institutions, websites ending in .edu or .gov, published textbooks, encyclopedia, etc.).</p>

- 9.** *Fair Use | Dealings:* Was material included from sources that require permission? Does the entry respect educational Fair Use | Dealings practices?

	(1 point)	(2 points)	(3 points)	(4 points)
9	<p>Sources are not properly documented.</p> <p>Most of the material presented in the entry was used without permission from a source that required permission.</p>	<p>Fair Use Guidelines followed with clear and accurate citations for a few of the sources.</p> <p>Some of the material presented in the entry was used without permission from a source that required permission.</p>	<p>Fair Use Guidelines followed with clear and accurate citations for most of the sources.</p> <p>No material is included from sources that state that permission is required unless permission has been obtained.</p>	<p>Fair Use Guidelines followed with clear and accurate citations for all sources.</p> <p>No material is included from sources that state that permission is required unless permission has been obtained.</p>

For more information on Fair Use | Dealings, have look at:

- "The Educator's Guide to Copyright and Fair Use" educationworld.com/a_curr/curr280.shtml
- Columbia University Library Information Services Fair Use Checklist, copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf

