**Renewable and Nonrenewable Energy Resource Multimedia Rubric**

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|  | **3** | **2** | **1** | **0** |
| **Definition of Energy Resources**  | Students correctly define renewable and nonrenewable energy resources.  | Students provide a basic definition of renewable and nonrenewable energy resources. | Students provide a correct definition for one but not both energy resources  | Students do not define either energy resources correctly. |
| **Energy Description**  | Students provide a detailed thorough description of the energy resource and how it used to generate energy.  | Students provide a good description of the energy resource and how it used to generate energy. | Students provide a general or basic description of the energy resource and how it used to generate energy. | Students provide a minimal or inaccurate description of the energy resource and how it used to generate energy. |
| **Energy pros and cons**  | The students provided 2 pros and 2 cons that are appropriate for each energy resource.  | The students provide three of the required elements that are appropriate for each energy resource. | The students provide two of the required elements that are appropriate for each energy resource. | The students provide one of the required elements that are appropriate for each energy resource. |
| **Energy Classification.** | The students correctly classified **all** the energy resources as renewable or nonrenewable.  | The students correctly classified **most** of the energy resources as renewable or nonrenewable. | The students correctly classified **some** of the energy resources as renewable or nonrenewable. | The students **did not** classify the energy resources as renewable or nonrenewable. |
| **City Analysis**  | The students correctly identify all three cities best energy alternative and provide evidence for their decision.  | The students correctly identified 2 cities best energy alternative and or provided evidence for their decision. | The students correctly identify only one cities best energy alternative and or provided evidence for their decision. | The students did not identify the three cities best energy alternative and or provide evidence for their decision. |
| **Use of Technology** | The student demonstrates a thorough and advanced understanding of the technology used to create the product  | The student demonstrates a proficient understanding of the technology used to create the product  | The student demonstrates a basic understanding of the technology used to create the product | The student demonstrates a less than basic understanding of the technology used to create the product |
| **Visual** **Presentation**  | The power point was visually appealing. The student demonstrated exceptional attention to the details. The picture and or graphics add to the visual appeal of the presentation. | The power point was visually appealing for the most but 1-2 details could have been refined for a more attractive product The student demonstrated some attention to the details. The pictures and or graphics add to the visual appeal to the presentation. | The power point was completed using only a basic approach.3-4 details could have been refined for a more attractive product The student demonstrated little attention to the details. The pictures and or graphics add little visual appeal to the presentation. | The power point appeared carelessly put together, the prezi appeared messy. Many details needed refinement for a strong or attractive product. The pictures and or graphics do not exist or add to the visual appeal of the presentation. |
| **Group Work**  | Students used time effectively; both students were actively involved and contributed to the group process and product.  | Students used **most** of their time effectively; both students were involved and contributed to the group process and product. | Students worked together **some** of the time, not everyone contributed equal effort to complete the task. | Students **did not** pull together or work productively as a group. Not everyone contributed to the group effort.  |

[**http://www.altenergy.org/renewables/wind.html**](http://www.altenergy.org/renewables/wind.html) **website for webquest**