

A.Theme	B.Content	C.Organization	D.Conventions
E.Appearance	F.Technical	Submit	HELP!

Notice to Reviewers: We encourage you to leave thoughtful, relevant comments about this project. It is **especially important**, when giving low scores of 0,1, or 2, to include comments that will help students understand how they can improve their work.

A. CyberFair Theme: Share and Unite

The Theme of International Schools CyberFair is **Share and Unite**. The purpose of CyberFair is to encourage schools and their communities to use the Internet to establish partnerships, share resources, and work together to accomplish common goals. The extent to which schools actually accomplish this should be described in the [Project Narrative](#).

An **outstanding project narrative** will tell an interesting story about the project and its impact within the community. It will clearly show how the project **meets or exceeds objectives** for both the CyberFair contest and the [category](#) in which it's entered. The narrative will define the project's "community" and show that the project was instrumental in bringing this community together to "share and unite" around a common goal. The narrative will clearly describe the project's contribution to both their local community and to the global Internet community. The contents of the project Web pages will lend support to the project narrative.

A-1 Theme: [CyberFair Project Narrative page](#)

5 4	Narrative page is present and complete . It tells in detail an interesting and compelling story about the Web project and interactions around the completion of this project.
3 2	Narrative page is present and complete .
1	Narrative Page is present but it may be incomplete , or carelessly or improperly filled in .
0	Narrative Page is missing , or illegible .

A-2 Theme: [CyberFair category in which this project is entered](#)

5 4	There is clear evidence that the students accomplished or exceeded the learning objectives for their CyberFair category.
3 2	Students probably accomplished the learning objectives for their CyberFair category.
1 0	There is little or no evidence that students accomplished the learning objectives for their CyberFair category.

A-3 Theme: [Definition of this project's "community"](#)

5 4	This project's "Community" is clear and well-defined .
3 2	This project's "Community" is adequately defined .
1 0	This project's " Community " is not defined very well , or the description is missing or incomplete .

A-4 Theme: [required coursework and curriculum](#)

5 4	The skills, concepts, ideas and understandings learned not only fulfilled the required curriculum but represented extensive enrichment well beyond the normal classroom experience .
3 2	The skills, concepts and ideas helped fulfill required curriculum standards .
1 0	It was not clear that this project met required curriculum standards , or else it was clear that it did not meet any curriculum requirements .

A-5 Theme: [Information tools and technology](#)

5 4	Students used an impressive variety of information tools and technologies, both within the school and outside in local businesses and organizations , in completing this project.
3 2	Students used a variety of information tools and technologies.
1 0	Students used a limited number of information tools and technologies.

A-6 Theme: [Students' roles as "ambassadors"](#)

5 4	Students used various effective strategies to locate and contact the different types of people who make up their community.
3 2	Students contacted some members of their defined community to participate in this web project.
1 0	There is little or no evidence that students contacted members of the community for involvement in this project.

A-7 Theme: [Impact on community](#)

5 4	This project has already had an impact on the community. It is clear that it is making a useful contribution not only to the defined community but to the larger educational and Internet communities as well.
3 2	This project shows promise of being a useful and interesting site which contains information that the defined community will be able to use and appreciate .
1 0	It is not clear that this project will have any value to the defined community.

A-8 Theme: [Community involvement](#)

5 4	An interesting variety of community members made significant contributions to this project by helping students and teachers in different ways.
3 2	There is some evidence that a range of participants from their defined community were involved in some aspects of the development of the web project.
1 0	There is little or no evidence that citizens of the defined community were involved in the development of this web project.

A. CyberFair Theme: Share and Unite

A.Theme	B.Content	C.Organization	D.Conventions
E.Appearance	F.Technical	Submit	HELP!

B. Project Ideas and Content

An excellent Web project will [clearly identify its purpose and their audience](#). Information and ideas will support the overall purpose and will be written to meet the needs and interests of their audience.

An important part of the project will come from [original and primary sources](#) which are not readily available to the intended audience. These sources can include first-hand observations, measurements, accounts and reflections, original letters, memoirs, and diaries, personal observations, interviews, audio recordings and Quicktime movies, photographs, original art work, creative writing and poetry, period or historical newspaper and magazine articles, and other resources found within the partner community. Sources of all information will be clearly cited or otherwise validated in some way.

[Sources of information will be properly cited](#) to document that copyright ownership has not been violated and to enable the audience to determine the credibility and authority of the information presented.

Web pages will include relevant information, anecdotes, graphics, and links organized to support and enrich the overall theme or purpose of the project. The content will be clear and focused.

Finally, it should be apparent that the web authors mastered the content and ideas that went into completing the Web project.

B-1 Content: [Purpose or main idea](#)

5 4	There is a clear statement of purpose, theme or main idea for this Web project. It is evident that all parts of the project point back to this main idea/purpose/theme.
3 2	The purpose, theme or main idea of this Web project is not clearly stated or may be vague. The ideas and information may not be detailed, personalized, or expanded enough to show a strong sense of purpose throughout the entire project.
1 0	This Web project lacks a clear sense of purpose or central theme. The text may be repetitious, or may read like a collection of disconnected, random thoughts.

B-2 Content: Supporting details

5 4	There is a rich variety of relevant supporting information that is useful, adds interest and contributes to an understanding of the project's main idea. Supporting details can include things like anecdotes, interpretation, stories, graphics, links to supporting Web sites, photographs, sounds, video, etc.
3 2	There is a variety of supporting information, much of which is useful, adds interest and contributes to an understanding of the project's main idea. Some of the information may not seem to fit or doesn't seem to make any important contribution.
1 0	There is not enough detail and information to support the project's theme or purpose. There may not be enough variety in the information provided. Or there may be too much information which is not interesting, useful or relevant to the project's theme.

B-3 Content: [Audience](#)

5 4	There is a clear description of the intended audience for this Web project. All or most of the information and ideas presented are clearly written for and target this stated audience.
3 2	There seems to be a target audience, but it is not always clear that the students understood or met the needs of their intended audience as they developed this Web project.
1 0	It is not clear who the audience for this Web project is, or this Web project does not meet the needs of the intended audience.

B-4 Content: [Citation of sources \("bibliography"\)](#) (See [Rules & Guidelines](#))

5 4	Almost all sources of information are properly and clearly identified and credited. Copyrighted information, pictures, and graphics are clearly marked as to source and nature of permission to reproduce. Enough information is given that makes it possible to check on the accuracy of the information . This can be email addresses, links to other sources, or citation of primary or original sources.
3 2	The sources for much of the information seem to be properly cited, but not all work may be clearly identified. There may be some question about the sources of some information, pictures, graphics, or other content. There is no way to check the validity of all of the information, for example, by sending email or reading supporting information from primary sources.

1
0 Citation of sources is **rudimentary** and **needs improvement**, or else there is no apparent effort to cite resources. Or if sources are cited, there is no way to check the validity of those sources.

B-5 Content: [Project "teaches something new"](#)

There is an abundance of information and ideas that come from a **range** of formal and informal **sources**. Much of the information comes from **primary sources** which gives this site a **feeling of freshness** and **originality**. This site will probably be of great interest within the defined community.

5
4 *(Primary sources can include period or historical newspaper and magazine articles, original letters, memoirs, and diaries, personal observations, interviews, first-hand accounts and reflections, audio recordings and Quicktime movies, photographs, original art work and creative writing and poetry, and other resources found within the partner community.)*

3
2 Ideas and information come from a limited variety of information sources, including some **primary sources**. There is enough interesting new information so that this site may be of interest within the defined community.

1
0 Ideas and information appear to come primarily from commonly available sources (books, library, encyclopedias, magazines, other Web sites). There may not be enough new information or variety to hold one's interest. Or it is impossible to determine information sources since sources were not cited, or the citations were not clear.

B-6 Content: Accuracy of information

5
4 Information presented appears to be **accurate, complete** and **current**.

3
2 **Information** presented **may be accurate, complete** and **current** but this is not always clear.

1
0 **Information is incomplete, out of date, and/or incorrect**. Or it is impossible to check on the accuracy of the information since sources were not cited, or the citations were not clear.

B-7 Content: Students' mastery of content

5 4	The Web authors seem to be writing from knowledge or experience and show insight into their subject matter. It is evident that they have become "experts" in their subject matter.
3 2	It appears that the Web authors learned much from their experience in completing this Web project. Some sections show insight and expertise, and it is evident that the students learned some new things.
1 0	It is not at all clear that the students understood their subject matter or learned new things.

B. Project Ideas and Content

A.Theme	B.Content	C.Organization	D.Conventions
E.Appearance	F.Technical	Submit	HELP!

C. Writing and Organization

An excellent Web project will be well written and well organized. The organization of the information on each page, and from page to page, enhances and showcases the purpose or main idea of this Web project. Each page is well written, with interesting introductions, transitions, bodies and conclusions. The order, structure, or presentation of information is easy to navigate and provides a logical and satisfying experience for the Web visitor.

C-1 Organization: Project introduction

5 4	An inviting opening page draws the visitor in and introduces the overall purpose and structure of the site. The introduction is well written and causes the visitor to want to continue exploring.
3 2	The main Web page introduces the basic purpose of this Web project. However, the introduction may not create a strong sense of what is to follow, and the reader may not know what to do next. The structure of the Web project may not be as clear as it could be.
1 0	The opening page does not adequately introduce the purpose of the project. It is not clear what this site will present. The structure and choices on the opening page are not clear and/or the reader can't understand what the next step is. The introduction does not create enough interest to continue reading through the project.

C-2 Organization: Organization of supporting details

5 4	Supporting details and information fit where they're placed. The sequencing of information on almost every page, and from page to page, is logical and effective.
3 2	Supporting details and information on most pages is usually logical, and their sequencing from page to page usually makes sense. However, sometimes the sequence or placement of details results in a narrative which is too sparse, too cluttered, or doesn't make sense.
1 0	The structure or sequencing of supporting details is unclear. Details often seem to be unrelated to the theme or purpose. Often, related information is not grouped together, and/or unrelated information is grouped together for no reason. The sequencing of information makes it harder to understand.

C-3 Organization: Quality of writing

5 4	This Web project is interesting to read and holds the visitor's attention. Writing is simple, clear, direct, and in an active voice. Paragraphs are well structured and there is a logical flow from one paragraph to the next, and from one page to the next.
3 2	This Web project has many interesting things in it. The writing is understandable, but there are some places where it may be hard to understand. The writing could probably have been improved if the Web authors had asked for reviewers to give them more suggestions for improvement.
1 0	The writing in this project is difficult to understand. Paragraphs and/or choices of words often don't make sense, or else it looks like the writing was done by someone other than the Web authors.

C-4 Organization: Transitions

5 4	Each new page begins and/or ends with a clear transition or paragraph that shows how ideas are connected from section to section and from page to page. It is clear how each page is connected to those related to it.
3 2	Many pages have good transitions or paragraphs which connect the page to other pages. Some pages, however, seem to be thrown in and their connection or relation to the project purposes may not always be clear. Or some pages may end abruptly without covering a subject or without links to other pages.

10 Pages begin without a clear sense of how they fit into the project, and/or they may end without a sense of closure. Too many pages seem to be unconnected with other pages. There is no explanation of why the information is important to the project, or it is not clear how the pages relate to other sections or to other pages in the project.

C-5 Organization: Navigation

54 It is easy to navigate through this project. The use of links and menus make it clear how to continue to explore an idea or area in progressively more detail or to move along to the next topic. Visitors usually know where they are, what remains to be explored, and how to get back to the home page or index. A topic index or table of contents may be present.

32 While it is usually easy to navigate, visitors may sometimes have the sense of being lost or unsure of how or where to go next. Sometimes it may be difficult to determine which links are central to the main idea or purpose of the project, and which provide supporting information.

10 It is easy to get lost in this project. The structure does not give enough guidance to help the visitor navigate through the content, or else the structure is so complex that it is confusing to move through the content in any organized way.

C-6 Organization: Links to other sites

54 Links to other Web sites are appropriate, contribute to the information being presented, and represent a valuable collection of additional resources related to the topic. There is enough information given with the links to fit the link into the overall structure and context of the Web project.

32 Links to other Web sites are usually appropriate and interesting, but there may not be enough information given with the links to show how they are related to the project purpose or main idea. Or sometimes the authors rely too much on links to other Web sites and not enough on their own research.

10 Links to other Web sites don't seem to contribute anything to the project purpose or main idea. There may not be enough information given to relate the links to the project purpose or main idea. Or there are either too many links which are unrelated to the topic, or there are not enough links to help support or explore the topic.

C. Writing and Organization

A.Theme	B.Content	C.Organization	D.Conventions
E.Appearance	F.Technical	Submit	HELP!

D. Language and Conventions

Note: Please apply appropriate age- and native-language criteria. (For instance, young students, or Japanese students writing in English may be permitted more errors than older students writing in their native language.)

An excellent Web project shows an age- or grade-appropriate grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses these conventions effectively to enhance readability. Errors tend to be so few and so minor that the reader can easily overlook them unless specifically looking for them. Little or no editing is required.

D-1 Conventions: Paragraphs

5 4	Paragraph breaks follow standard rules and clearly reinforce the organizational structure.
3 2	Text sometimes runs together into long paragraphs or is divided into incomplete paragraph segments which distract the reader.
1 0	Paragraph structure is missing or so irregular that it has no relationship to the organizational structure of the text. (For example each sentence is presented as a paragraph.)

D-2 Conventions: Grammar

5 4	Grammar and word usage are correct and contribute to clarity and style.
3 2	While there are some problems with grammar or usage, they are not serious enough to distort meaning.
1 0	Errors in grammar or the use of words are very noticeable, and affect meaning.

D-3 Conventions: Punctuation

5 4	Punctuation is accurate and guides the reader through the text.
3 2	End of sentence punctuation is usually correct; however internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing or wrong.
1 0	There is often no punctuation at the end of line, as well as mistakes with internal sentence punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses).

D-4 Conventions: Spelling

5 4	Spelling is generally correct, even of more difficult words.
3 2	Spelling is usually correct or reasonably phonetic of common words.
1 0	Spelling errors are frequent, even of common words, making it difficult to read.

D-5 Conventions: Need for revision

5 4	Site needs little or no editing or revision.
3 2	Site could be improved with editing and revision.
1 0	Site needs extensive editing.

D. Language and Conventions

A.Theme	B.Content	C.Organization	D.Conventions
E.Appearance	F.Technical	Submit	HELP!

E. Appearance and Presentation

In an excellent Web project the overall appearance of pages is pleasing and contributes to the understanding of the content. There is a nice balance of easy to read titles, text, colors and graphics which results in a pleasant and comfortable viewing experience. Graphic elements contribute to the experience without being cluttered or confusing.

E-1 Appearance: Effective overall design theme

- | | |
|--------|--|
| 5
4 | The layout of most pages is clear and easy to follow and follows a consistent design theme. Headers and fonts contribute to the overall understanding and flow of the information, and help to move the eye from main topics to supporting details. |
| 3
2 | The layout of most pages is simple enough to follow the information. Headers and fonts are usually appropriately used. Most pages follow the same or similar design theme. |
| 1
0 | The layout is cluttered or confusing, or the layout is so simple that the benefits of hypertext on the WWW are lost on this project (i.e., it looks more like a term paper than a hypermedia project). Or pages have a different look and feel and it is not clear that they form part of an organized set to accomplish a goal. |

E-2 Appearance: Colors, background and text

- | | |
|--------|--|
| 5
4 | Colors, backgrounds and text are used effectively. They work together to create a pleasant viewing experience. |
| 3
2 | Colors, backgrounds and text are clear and easy to read, but could have been used more effectively. |
| 1
0 | Colors, backgrounds and text are not used effectively. If present , the contrast is inappropriate or the background is too busy, which makes the text hard to read. |

E-3 Appearance: Icons and other graphical elements

- | | |
|--------|--|
| 5
4 | Icons, buttons and other graphical elements, if present , make a valuable contribution to the appearance, are used consistently on most pages, and contribute to the overall flow of the information. (i.e., Whenever you see an icon, you know what it is for and what you are supposed to do.) (Give this project a 5 if there are no graphical elements.) |
|--------|--|

3 2	Icons and other graphical elements sometime help you to understand the layout or flow of information, but sometimes they are used inconsistently, or are confusing, or are unnecessary or distracting decorations.
1 0	Icons and other graphical elements don't seem to serve any useful purpose other than for decoration, and often they are confusing or clutter up the pages. The site would be better if many of the graphics and icons were omitted.

E-4 Appearance: Multimedia resources

5 4	Multimedia resources, such as sound, video, images, icons and other graphics, if present , contribute to the main purpose of the Web site and enhance the reader's understanding of the information presented. (Give this project a 5 if there are no multimedia graphics used.)
3 2	Multimedia resources, such as sound, video, images, icons and other graphics, are usually relevant, but sometimes they don't add much to understanding or seem to be irrelevant to the topic.
1 0	Multimedia resources too often seem unrelated to the topic. They generally don't add much value to the information being presented.

E. Appearance and Presentation

A.Theme	B.Content	C.Organization	D.Conventions
E.Appearance	F.Technical	Submit	HELP!

F. Technical Performance

Note: When considering technical performance of this Web site, do not penalize performance due to busy networks, telephone lines, or distant links. Sites close to you will work more efficiently than those at a distance. If you are unable to establish a reliable connection with this site, notify our help desk at <http://www.gsh.org/gsh/cf/contact.cfm> and describe the problem you're having. Be sure to include the site's CyberFair ID number and school name.

An excellent Web project works!

Graphical elements are optimized so that pages load quickly, even

for users with limited bandwidth (slow modem speeds). Pages look good in text-only mode (when users have turned off graphics loading in their browser).

Pages look good in a variety of Web browsers. If there are advanced features which demand higher bandwidth or more sophisticated end-user resources (the "latest" browser or plug-in), an alternate low-bandwidth or text-only mode is provided.

Links to other pages and to internal resources all work as expected.

F-1 Technical: Pages load efficiently

5 4	Pages load quickly. Graphics, icons, and other graphical elements, if used, are kept small enough or are optimized (such as by providing image height= and width= tags) so that pages load as quickly as possible . If users turn off graphics loading in their browsers, pages still look good and missing images are labeled. Descriptive alt= tags for each image provide text-only users with a good idea of what they're missing.
3 2	Graphics, icons, and other graphical elements are generally small enough to load reasonably fast, but they could be optimized (by using height= and width= tags) so text loads before the images. Pages still look good in text-only mode, but not all images include the alt= tags, or the alt= tags could be more descriptive.
1 0	Graphic elements on too many pages are so large or unoptimized that pages take too long to load, especially when using slower connections. Or when user turns off graphics loading in their browser, pages lose too much information, don't look good, or too many of the images lack alt= tags.

F-2 Technical: Pages work in a variety of browsers

5 4	The Web pages look good in more than one browser. If advanced or technical features offered by one single Web browser are used, an alternative page is offered so other browsers can participate. (Note: Give this project a 5 if it looks good in your only browser. You don't need to check in browsers you don't have.)
3 2	The web pages may look good in the recommended browsers, but they don't look good in other browsers.

1 0	These pages cannot be viewed by any browser except the recommended browser.
----------------------	---

F-3 Technical: Links work

5 4	Almost all links to other sites, to internal Web pages, and to internal multimedia resources work properly.
----------------------	---

3 2	Most, but not all, links to other sites, to internal Web pages, and to internal multimedia resources work properly.
----------------------	---

1 0	Too many links to other sites, to internal Web pages, and to internal multimedia resources don't work properly.
----------------------	---

F-4 Technical: Multimedia resources work

5 4	Multimedia resources, if present , such as movies and sound, work properly on a variety of platforms and browsers when they are downloaded (give project a 5 if there are no multimedia resources).
----------------------	---

3 2	Multimedia resources, such as movies and sound, work most of the time, but there were problems with some of them.
----------------------	---

1 0	Multimedia resources, such as movies and sound, fail to work too often.
----------------------	---

F. Technical Performance

A.Theme	B.Content	C.Organization	D.Conventions
E.Appearance	F.Technical	Submit	HELP!

Your Comments are Important to these students!
Please make constructive comments about this Web site.