

**Brave New Worlds Project (2016-17): PRESENTATION Rubric**

|  | <b>Advanced<br/>(100%)</b>  | <b>Proficient<br/>(83%)</b>  | <b>Developing<br/>(70%)</b>  | <b>Limited<br/>(0-50%)</b>  |
|--|---|--|--|---|
| <b>Focus &amp; Content<br/>(30%)</b>               | <p><b>(30)</b> *Presentation focuses on a <u>well-developed central through line</u> or theme related to a warning, problem, or technological development (utopian or dystopian angle)<br/>           *Develops dystopian/utopian theme with <u>specific and illustrative details, examples, anecdotes, research</u>, etc.<br/>           *<u>Effectively uses a variety of satirical techniques to develop theme</u> (e.g. exaggeration, irony, juxtaposition, parody, etc.)</p> | <p><b>(25)</b> *Presentation focuses on an <u>evident central through line</u> or theme related to a warning, problem, or technological development (utopian or dystopian angle)<br/>           *Develops dystopian/utopian theme with clear <u>mostly specific and developed details, examples, anecdotes, research</u>, etc.<br/>           *<u>Effectively uses some satirical techniques to develop theme</u> (e.g. exaggeration, irony, juxtaposition, parody, etc.)</p>  | <p><b>(21)</b> *Presentation <u>begins to develop a central through line or theme</u> related to a warning, problem, or technological development (utopian or dystopian angle)<br/>           *needs to continue to develop dystopian/utopian theme with <u>some details, examples, anecdotes, research</u>, etc.<br/>           *<u>Attempts to use satirical techniques to develop theme</u> (e.g. exaggeration, irony, juxtaposition, parody, etc.) but some are ineffectively used</p> | <p><b>(0-15)</b> *<u>Limited or unclear theme</u> related to a warning, problem, or technological development (utopian or dystopian angle)<br/>           *Limited - dystopian/utopian theme with <u>generic details, examples, anecdotes, research</u>, etc.<br/>           *<u>DOES NOT effectively use satirical techniques</u> to develop theme (e.g. exaggeration, irony, juxtaposition, parody, etc.)<br/>           *<u>Does not meet the criteria for an effective display of content knowledge</u></p> |
| <b>Style and Media Design<br/>(20%)</b>            | <p><b>(20)</b> *<u>Audio/visual aids, slides, and media are creative, attractive, original and professionally-designed; no errors on slides</u><br/>           *<u>A/V aids and media used to enhance audience's understanding of ideas and add interest</u></p>  | <p><b>(17)</b> *<u>Audio/visual aids, slides, and media is interesting, attractive, original, and professionally designed; few errors</u><br/>           *<u>A/V aids communicate project's themes and engage audience interest</u></p>  | <p><b>(14)</b> *<u>Audio/visual media, slides are interesting, but design needs further development; notable errors</u><br/>           *<u>A/V aids communicate project themes but may benefit from some revision</u></p>  | <p><b>(0-10)</b> *<u>Audio/visual media, slides need further development; notable errors which detract from audience engagement</u><br/>           *<u>A/V struggles to communicate project themes; requires revision</u></p>   |
| <b>Organization<br/>(20%)</b>                      | <p><b>(20)</b> *<u>Opening effectively hooks</u> audience's attention<br/>           *<u>Pacing engages audience interest</u><br/>           *<u>Closing brings closure to presentation</u> and leaves audience with a positive impression<br/>           *<u>Uses effective structures to organize the presentation</u><br/>           *<u>Uses effective transitions</u> to connect ideas and to maintain flow of presentation</p>  | <p><b>(17)</b> *<u>Opening hooks</u> audience's attention<br/>           *<u>Pacing maintains audience interest</u><br/>           *<u>Closing brings closure to presentation</u><br/>           *<u>Organized presentation</u><br/>           *<u>Uses transitions that are mostly effective</u> to connect ideas and to maintain the flow of the presentation</p>  | <p><b>(14)</b> *<u>Opening attempts to hook</u> audience's attention with mixed results<br/>           *<u>Pacing may be occasionally disrupted</u><br/>           *<u>Closing missing or does not bring closure to presentation</u><br/>           *<u>Multiple sections may require reorganization</u><br/>           *<u>Some transitions may disrupt flow</u></p>  | <p><b>(0-10)</b> *<u>Ineffective or nonexistent opening</u><br/>           *<u>Pacing disjointed</u><br/>           *<u>Ineffective or nonexistent closing</u><br/>           *<u>Multiple sections may require reorganization</u><br/>           *<u>Transitions lacking or disruptive</u></p>   |
| <b>Presence:<br/>(Eyes, Body, Voice)<br/>(20%)</b> | <p><b>(20)</b> *<u>Keeps eye contact with audience</u> most of the time; only glances at notes or slides<br/>           *<u>Uses natural gestures and movements</u><br/>           *Appears <u>poised and confident</u><br/>           * <u>Speaks loudly and clearly enough for everyone to hear; changes tone and pace</u> to maintain interest.<br/>           *<u>Rarely uses filler words</u><br/>           *Adapts speech for the context and task,</p>                    | <p><b>(17)</b> *<u>Makes occasional eye contact; reads notes or slides</u> some of the time<br/>           *<u>Uses a few gestures or movements</u><br/>           *<u>Shows some poise and confidence</u>, (only a little fidgeting or nervous movement)<br/>           *<u>Speaks clearly</u> most of the time.<br/>           *<u>Speaks loudly enough</u> for the audience to hear most of the time, but may occasionally drift<br/>           *<u>Occasionally uses filler words</u><br/>           *Adapts speech for the context and task, <u>demonstrating</u></p> | <p><b>(14)</b> *<u>Infrequent eye contact; reads notes or slides much of the time</u><br/>           *<u>Lacks poise and confidence</u> (fidgets, slouches, appears nervous)<br/>           *Speaks too quickly or slowly. <u>Speaks loudly enough for audience to hear</u> most of the time, <u>but speaks in monotone</u><br/>           *<u>Frequently uses "filler" words</u> ("uh, um, so, and, like, etc.")</p>  | <p><b>(0-10)</b> *<u>Minimal eye contact; reads from notes or slides</u><br/>           *<u>Lacks poise and confidence</u> (fidgets, slouches, appears nervous)<br/>           *Speaks too quickly or slowly. <u>Speaks too softly to be understood</u><br/>           *<u>Frequently uses "filler" words</u> ("uh, um, so, and, like, etc.")<br/>           *<u>Does not present in an appropriate manner</u></p>  |

**Eng 4 / Mr. Neff**

|                                     |  |   |  |   |
|-------------------------------------|--|---|--|---|
|                                     | <u>demonstrating command of English appropriate</u> to occasion  | <u>command of English appropriate</u> to occasion   | *Attempts to adapt speech for the context and task   |   |
| <b>Effort &amp; Execution (10%)</b> | <b>(10)</b> *I created a product that I'm proud of, and I put an "A" amount of time, effort, and thought into my project                       | <b>(8)</b> *I created a good product and put forth time and effort, but I could have done better              | <b>(7)</b> *I created an average product and put forth a little time and effort                | <b>(6-5)</b> *I created a passable product and put minimal time or effort into my project                                 |
| <b>Summary</b>                      | <b>These projects could be described as:</b> engaging, compelling, informative, interactive, expert, confident, creative, original, impressive | <b>These projects could be described as:</b> interesting, successful, informative, organized, effective, good | <b>These projects could be described as:</b> average, passable, flawed, derivative, unprepared | <b>These projects could be described as:</b> uninteresting, disorganized, confusing, unoriginal, unsuccessful, incomplete |

**Total = \_\_\_\_\_ of 100**

→ **Deductions for not meeting content requirements:** story min. 1000 words / film or presentation min. 6 minutes (8 minutes for group of 3; 10 minutes for group of 4) / graphic novel or print media 6 panels / song 3 minutes