|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Extinction Project – Group presentation Rubric (\*Read:Write:Think borrow from NCTE/IRA) | | | | | | |
|  | Weight | Advanced - 5 | Proficient - 4 | Basic – 3 | Below Basic 2 -1 | Not Evident - 0 |
| **Presentation** | **12x** |  |  |  |  |  |
| * Participation & Cooperation * Connected to each other * Other team members were attentive while individuals spoke * Met time requirement * Working together | 2x | * All group members participate equally * All group members speak to the entire audience * 10 minutes of material * Group tries to solve its problems by itself without seeking outside help | * All group members participate * Most group members speak to the entire audience * 8 – 9 minutes of material * Group seldom solves its problems as a team and asks classmates or teacher for help | * Some group members participate * Group members speak to only part of the audience * 6 - 7 minutes of material * Group settles problems and gives up easily | * Only a few (1 or 2) members participate * Most group members speak only to part of the audience * 5 minutes of material * Little attempt to solve problems; gives up easily | * Only 1 member participates * Most of the audience is not spoken to * Less than 5 minutes of material * No attempt to solve problems |
| * Delivery   + Speaking   + Eye contact   + Volume   + Body language   + Sincerity/ Enthusiasm * Assistance | 3x | * All group members speak clearly and are easy to understand – no “ah” or “um” * Group members help each other as needed * Eye contact is effectively established with the audience * Gestures and verbal cues are sometimes used to reinforce particularly important ideas | * Most group members speak clearly and are easy to understand * Group members help each other as needed * Eye contact with audience is somewhat established * Gestures and verbal cues are sometimes used to reinforce particularly important ideas | * Some group members speak clearly, but are difficult to understand * Eye contact with audience is hardly established * Gestures and verbal cues are seldom used to reinforce particularly important ideas | * Only 1 or 2 group members are speak and can be understood * Eye contact by a few group members * Gestures and verbal cues used by few group members | * Can’t really understand presentation * No eye contact made with audience * Gestures and verbal cues are not used to reinforce particularly important ideas |
| * Details & Organized   + Introduction – get attention   + Stated objective   + Body with supporting material   + Definite conclusion | 4x | * Oral presentation includes many details * Information is presented in an organized way * Excellent method to get audience attention * Conclusion summarizes the speech and is related to the whole | * Oral presentation includes some details * Good method to get audience attention * Introduction and conclusion are clear and somewhat related to the whole * Some transitions are used | * Oral presentation includes few details * Information may be only partially organized * Gets audience attention * The introduction and conclusion may be ineffective and not related to the whole * The logical plan must be guessed and no transitions used. | * Oral presentation includes a couple of details * Information is only a little organized * Only an introduction or conclusion is clear | * Oral presentation includes one or no details * Presentation is disorganized and incomplete * No attempt has been made to compose an effective introduction or conclusion * No logical plan to the presentation |
| * Use of Creativity   + Use of Graphics or Visual Aids   + Usefulness: explain, clarify, create interest   + Appearance, aids credibility, large enough, professional looking | 3x | * All visuals are related to the topic and make it easier to understand * Details on the visual capture the important information about the topic and increase the audience’s understanding | * All visuals are related to the topic and most make it easier to understand * Details on the visual include important information but the audience may need more information to understand fully | * All visuals related to the topic * Details on the visual relate to the topic but are too general or incomplete. The audience needs more information to understand | * visuals do not relate to the topic * Details on the poster have little or nothing to do with main topic | * There are no visuals |
| Layout and Design | **1x** | * All information on visual is in focus and easily identifiable from back of the room | * Most of the information on the visual is in focus and the content is easily viewable from the back of the room | * Some of the information on the visual is in focus and is easily viewable from the back of the room | * Little of the information is in focus or viewable | * Much of the information is unclear or not clearly visible |
| Mechanics/Style | **1x** | * Language is memorable * Tone is appropriate * Visuals and interactions with audience is clear, engaging and fully support the presentation * 0-1 grammatical, spelling or punctuation errors | * Most language is somewhat memorable * Language usage is correct * Tone is usually appropriate * Visuals and Interactions with audience are mostly clear, engaging and support the presentation * 2-3 grammatical, spelling or punctuation errors | * Language is not memorable * Language usage at times is inaccurate * Tone at times is inappropriate * Visuals and/or interactions with audience are somewhat clear, engaging and support the presentation * 4-5 grammatical, spelling or punctuation errors | * Language is not memorable and is confusing * Language usage is inaccurate * Tone is inappropriate and distracting * Visuals and/or interactions with audience are not clear, engaging or supporting of presentation * 6-7 grammatical, spelling, or punctuation errors | * Poor language * No visuals or interactions are clear, engaging or supportive * 8 or more grammatical, spelling and punctuation errors. |
| References/Sources | **1x** | * Outside sources are incorporated logically, insightfully, and elegantly * Sources are documented accurately | * Source material is incorporated logically and adequately * Sources are documented accurately for the most part | * Source material is incorporated but sometimes inappropriately or unclearly * Sources are only occasionally documented accurately | * Source material is never incorporated or incorporated inappropriately or unclearly * Documentation is inaccurate |  |
| Group Members: | | | | | | /75 |