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| 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
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| * 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
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| * 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
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| 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
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| 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.
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| 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
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| Group Members: |   /75 |