

North Lawndale College Prep High School
Senior Project Presentation Rubric: FSM Documentary Film

2013-2014

Senior's Name: _____ Panelists' Names: _____ Date: _____
 Free Spirit Media Teacher: _____ Independent Study Teacher: _____
 English Teacher: _____ Math Teacher: _____

| | | Skill | An <u>A</u> Presentation has | A <u>B</u> Presentation has | A <u>C</u> Presentation has | An <u>F</u> Presentation has | Points |
|--|--|--|--|---|---|--|---------------|
| CONTENT of the Senior Project Presentation (50%) | The Argument: Organization, Analysis/Synthesis, and Continuity | INTRODUCTION A beginning which describes why the topic was chosen | An <i>exceptional</i> beginning which describes why the topic was chosen <i>Points Possible</i> (10) | An <i>effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (9-8) | A <i>somewhat effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (7) | <i>No or little</i> beginning which describes why the topic was chosen <i>Points Possible</i> (6-0) | /10 |
| | | THESIS/CLAIM The <u>B</u> : the statement of your argument; the essay's "main idea" | An <i>exceptional</i> thesis/claim (<u>B</u>) that responds to the Driving Question <i>Points Possible</i> (10) | An <i>effective</i> thesis/claim (<u>B</u>) that responds to the Driving Question <i>Points Possible</i> (9-8) | A <i>somewhat effective</i> thesis/claim (<u>B</u>) that <i>somewhat</i> responds to the Driving Question <i>Points Possible</i> (7) | <i>No</i> thesis/claim (<u>B</u>), one that <i>does not make sense</i> , or one that <i>does not respond to the Driving Question</i> <i>Points Possible</i> (6-0) | /10 |
| | | BACKGROUND INFORMATION Before the argument begins, appropriate and necessary information that provides context for the argument (e.g., historical, socioeconomic, geographical, statistical, etc.) | <i>Exceptional</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (10) | <i>Effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (7) | <i>No or little</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (6-0) | /10 |
| | | SUPPORTING IDEAS/REASONS Ideas/Reasons (<u>As</u>) that support thesis/claim (<u>B</u>) | <i>Exceptional</i> ideas/reasons (<u>As</u>) that logically support the thesis/claim (<u>B</u>) <i>Points Possible</i> (20-18) | <i>Effective</i> ideas/reasons (<u>As</u>) that logically support the thesis/claim (<u>B</u>) <i>Points Possible</i> (17-16) | Ideas/Reasons (<u>As</u>) that <i>somewhat</i> support the thesis/claim (<u>B</u>) <i>Points Possible</i> (15-14) | Either <i>very few or no</i> ideas/reasons (<u>As</u>) or ones that <i>do not support the thesis/claim</i> (<u>B</u>) <i>Points Possible</i> (13-0) | /20 |
| | | OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons (<u>Os</u>) that oppose thesis/claim (<u>B</u>) | <i>Exceptional</i> ideas or reasons (<u>Os</u>) that logically oppose the thesis/claim (<u>B</u>); <i>exceptional</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (20-18) | <i>Effective</i> ideas/reasons (<u>Os</u>) that logically oppose the thesis/claim (<u>B</u>); <i>effective</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (17-16) | Ideas/reasons (<u>As</u>) that <i>somewhat</i> oppose the thesis/claim (<u>B</u>); <i>somewhat effective</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (15-14) | Either <i>very few or no</i> opposing ideas/reasons (<u>As</u>) or ideas/reasons which <i>do not oppose the thesis/claim</i> (<u>B</u>); <i>little or no</i> rebuttal (<u>Rs</u>) to the opposing ideas (<u>Os</u>) <i>Points Possible</i> (13-0) | /20 |
| | | SET-UPS and EVIDENCE Set-ups and Evidence that support Background Information, Supporting Ideas/Reasons, and Opposing Ideas/Reasons and Rebuttal (must include at least 2 Quantitative Data Representations) | <i>Exceptional</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (20-18) | <i>Effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (17-16) | <i>Somewhat effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (15-14) | Either <i>little or no</i> set-ups and evidence; no quantitative data representations <i>Points Possible</i> (13-0) | /20 |
| | | ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS Logical explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u>) and the thesis/claim (<u>B</u>) | <i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (20-19) | <i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (17-16) | <i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (15-14) | <i>Ineffective or no</i> explanation of evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (13-0) | /20 |
| | | PROPOSAL One or more major idea to solve the identified problem, with idea separated into at least three parts; full explanation of each part | <i>Exceptional</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (10) | <i>Effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (7) | <i>Little or no</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (6-0) | /20 |
| | | INTENDED AUDIENCE FOR PROPOSAL Appropriate use of language, tone, and style to reach the intended audience for the proposal | Awareness of audience, purpose, and occasion through the use of <i>exceptionally</i> appropriate language, tone, and style <i>Points Possible</i> (10) | Awareness of audience, purpose, and occasion through the use of <i>effective</i> language, tone, and style <i>Points Possible</i> (9-8) | Awareness of audience, purpose, and occasion through the use of <i>somewhat effective</i> language, tone, and style <i>Points Possible</i> (7) | <i>Ineffective</i> awareness of audience, purpose, and occasion through the <i>ineffective</i> use of appropriate language, tone, and style <i>Points Possible</i> (6-0) | /20 |
| STATEMENT OF INTENT Written statement of purpose and process of the Creative Element | <i>Exceptional</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (20-18) | <i>Effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (17-16) | <i>Somewhat effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (15-14) | <i>Ineffective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (13-0) | /20 | | |
| Total Content Points | | | | | | | /150 |

| | | Skill | An <u>A</u> Presentation has | A <u>B</u> Presentation has | A <u>C</u> Presentation has | An <u>F</u> Presentation has | Points | |
|---|----------------------------|---|---|---|---|---|---|---|
| CREATIVE ELEMENT of Senior Project Presentation (30%) | FSM: SP Documentary Film | CONCEPT and STORYTELLING <i>Documentary supports presentation and research explored through the written components. Artist explores complex issues and presents an interesting story.</i> | <ul style="list-style-type: none"> •<i>Exceptional</i> understanding and application of interview content •<i>Exceptional</i> development of story from beginning, middle and end •<i>Clear sense of closure</i> •Dynamic pacing and appropriate length (between 8-10 minutes) <i>Points Possible (30-27)</i> | <ul style="list-style-type: none"> •<i>Effective</i> understanding and application of interview content •<i>Effective</i> development of story from beginning, middle and end •<i>Effective closure</i> •<i>Mostly</i> dynamic pacing and appropriate length (between 10-12 minutes) <i>Points Possible (26-24)</i> | <ul style="list-style-type: none"> •<i>Somewhat effective</i> understanding and application of interview content •<i>Somewhat effective</i> development of story •<i>Somewhat effective closure</i> •<i>Somewhat</i> dynamic pacing and appropriate length (11+ minutes) <i>Points Possible (23-21)</i> | <ul style="list-style-type: none"> •<i>Little or no</i> understanding and application of interview content •<i>Little or no</i> story development •<i>No closure</i> •<i>Lack of</i> pacing; exceeds appropriate length (13+ minutes) <i>Points Possible (20-0)</i> | /30 | |
| | | AESTHETIC/STYLE <i>Enrich and captivate the audience's understanding of the thesis/claim through the stylistic choices in the documentary</i> | <ul style="list-style-type: none"> •An <i>exceptional</i> visual theme •An <i>exceptional</i> use of sound to create a consistent overall idea •Copyright free materials or works cited in credits <i>Points Possible (30-27)</i> | <ul style="list-style-type: none"> •An <i>effective</i> visual theme •An <i>effective</i> use of sound to create a consistent overall idea •<i>Mostly</i> copyright free materials or works cited in credits <i>Points Possible (26-24)</i> | <ul style="list-style-type: none"> •<i>Somewhat effective</i> visual theme •<i>Somewhat effective</i> use of sound to create a consistent overall idea •<i>Some</i> copyrighted materials and missing works cited in credits. <i>Points Possible (23-21)</i> | <ul style="list-style-type: none"> •An <i>ineffective</i> visual theme •An <i>ineffective</i> use of sound to create a consistent overall idea •<i>Use of copyrighted materials and missing works cited in credits</i> <i>Points Possible (20-0)</i> | /30 | |
| | | TECHNICAL CONTINUITY <i>Displays mastery of professional equipment and advanced skills for planning, filming, and editing documentary</i> | <ul style="list-style-type: none"> •<i>Exceptional</i> editing: clean cuts, transitions and balanced audio •<i>Exceptional</i> lighting and framing <i>Points Possible (30-27)</i> | <ul style="list-style-type: none"> •<i>Effective</i> editing •<i>Effective</i> use of lighting and framing <i>Points Possible (26-24)</i> | <ul style="list-style-type: none"> •<i>Somewhat effective</i> editing •<i>Somewhat effective</i> use of lighting and framing <i>Points Possible (23-21)</i> | <ul style="list-style-type: none"> •<i>Ineffective</i> editing •<i>Ineffective</i> use of lighting and framing <i>Points Possible (20-0)</i> | /30 | |
| DELIVERY of the Senior Project Presentation (20%) | The Public Speaking Skills | EYE CONTACT Develop rapport with the audience through eye contact | <i>Exceptional</i> eye contact with the entire audience, seldom returning to notecards. <i>Points Possible (10)</i> | <i>Effective</i> eye contact with the audience - but some distracting use of notecards and/or visual aid. <i>Points Possible (9-8)</i> | Some eye contact with the audience, frequently returning to the distracting use of notecards and/or visual aid. <i>Points Possible (7)</i> | <i>Little or no</i> eye contact with the audience. <i>Points Possible (6-0)</i> | /10 | |
| | | VOICE | ELOCUTION Articulate voice clearly and confidently | <i>Exceptionally</i> clear, correct, and precise pronunciation of all words and phrases. | Clear, correct, and precise pronunciation of <i>most</i> words and phrases. | Clear, correct, and precise pronunciation of <i>some</i> words and phrases. | <i>Unclear, incorrect, and/or imprecise</i> pronunciation of words and phrases. | A <i>lack of</i> control of grammar and usage, with frequent errors that prevent understanding <i>Points Possible(6-0)</i> |
| | | | Spoken GRAMMAR and USAGE No unintended problems with grammar, e.g., subject-verb agreement, pronoun-antecedent agreement, and verb tenses; no unintended usage problems | <i>Exceptional</i> control of grammar and usage with no errors <i>Points Possible (10)</i> | <i>Effective</i> control of grammar and usage, with few errors that do not prevent understanding <i>Points Possible (9-8)</i> | <i>Somewhat effective</i> control of grammar and usage, with occasional errors that limit understanding <i>Points Possible (7)</i> | /10 | |
| | | POSTURE and GESTURES Use body language to enhance presentation | <i>Exceptional</i> posture: Standing straight with both feet on the ground, and/or <i>Exceptional</i> gestures: hand gestures <i>enhance</i> audience's understanding. <i>Points Possible (10)</i> | <i>Effective</i> posture: Standing straight with both feet on the ground, with some rocking back and forth; and/or <i>Effective</i> gestures: hand gestures <i>assist</i> audience's understanding. <i>Points Possible (9-8)</i> | <i>Somewhat effective</i> posture: Some standing straight, but with rocking back and forth and slumping; and/or <i>Somewhat effective</i> gestures: hand gestures <i>sometimes assist</i> audience's understanding. <i>Points Possible (7)</i> | <i>Ineffective</i> posture: Sits or slumps during entire presentation; and/or <i>Ineffective</i> gestures: few or no hand gestures that assist audience's understanding. <i>Points Possible (6-0)</i> | /10 | |
| | | ENTHUSIASM Convey emotion during the presentation | <i>Exceptionally</i> strong and positive attitude about topic during the entire presentation. <i>Points Possible (10)</i> | <i>Pleasant</i> attitude about topic during much of the presentation. <i>Points Possible (9-8)</i> | <i>Engaged</i> attitude about topic during the some of the presentation. <i>Points Possible (7)</i> | <i>Disengaged</i> attitude about topic during the most of the presentation. <i>Points Possible (6-0)</i> | /10 | |
| | | TRANSITIONS Connections made between and among the various parts of the presentation | <i>Exceptional</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (10)</i> | <i>Effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (9-8)</i> | <i>Somewhat effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (7)</i> | <i>Ineffective or no</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (6-0)</i> | /10 | |
| | | INTERACTION with the AUDIENCE | <i>Exceptional</i> encouragement of audience interaction; and <i>Exceptional</i> knowledge of the topic displayed while responding confidently, precisely, and appropriately to all audience questions. <i>Points Possible (10)</i> | <i>Effective</i> encouragement of audience interaction; and <i>Effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible (9-8)</i> | <i>Somewhat effective</i> encouragement of audience interaction; and <i>somewhat effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible (7)</i> | <i>Insufficient</i> encouragement of audience interaction; and <i>Insufficient</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible (6-0)</i> | /10 | |

Final Senior Project Presentation Grade: _____/300

(Each senior must earn a B- [80% or 240 points or higher] in order to pass his/her Senior Project Presentation.)