

## 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	<b>INTRODUCTION</b> 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>Noor little</i> beginning which describes why the topic was chosen <i>Points Possible</i> (6-0)	/10
	<b>THESIS/CLAIM</b> The <u>B</u> : the statement of your argument; the essay's "main idea"	An <i>exceptional</i> thesis/claim that responds to the Driving Question <i>Points Possible</i> (10)	An <i>effective</i> thesis/claim that responds to the Driving Question <i>Points Possible</i> (9-8)	A <i>somewhat effective</i> thesis/claim that <i>somewhat</i> responds to the Driving Question <i>Points Possible</i> (7)	<i>No</i> thesis/claim, 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
	<b>BACKGROUND INFORMATION</b> 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
	<b>SUPPORTING IDEAS/REASONS</b> Ideas/Reasons that support thesis/claim	<i>Exceptional</i> ideas/reasons that logically support the thesis/claim <i>Points Possible</i> (20-18)	<i>Effective</i> ideas/reasons that logically support the thesis/claim <i>Points Possible</i> (17-16)	Ideas/Reasons that <i>somewhat</i> support the thesis/claim <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> ideas/reasons or ones that <i>do not support the thesis/claim</i> <i>Points Possible</i> (13-0)	/20
	<b>OPPOSING IDEAS/REASONS and REBUTTAL</b> Ideas/Reasons that oppose thesis/claim included in the presentation	<i>Exceptional</i> ideas or reasons that logically oppose the thesis/claim; <i>exceptional</i> rebuttal to those opposing ideas <i>Points Possible</i> (20-18)	<i>Effective</i> ideas/reasons that logically oppose the thesis/claim; <i>effective</i> rebuttal to those opposing ideas <i>Points Possible</i> (17-16)	Ideas/reasons that <i>somewhat</i> oppose the thesis/claim; <i>somewhat effective</i> rebuttal to those opposing ideas <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> opposing ideas/reasons or ideas/reasons which <i>do not oppose the thesis/claim</i> ; <i>little</i> or <i>no</i> rebuttal to the opposing ideas <i>Points Possible</i> (13-0)	/20
	<b>SET-UPS and EVIDENCE</b> 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</i> or <i>no</i> set-ups and evidence; no quantitative data representations <i>Points Possible</i> (13-0)	/20
	<b>ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS</b> Logical explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim	<i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible</i> (20-19)	<i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible</i> (17-16)	<i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible</i> (15-14)	<i>Ineffective</i> or <i>no</i> explanation of evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible</i> (13-0)	/20
	<b>PROPOSAL</b> 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</i> or <i>no</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (6-0)	/20
	<b>INTENDED AUDIENCE FOR PROPOSAL</b> 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)	
	<b>STATEMENT OF INTENT</b> 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. <i>Possible Points</i> (20-18)	<i>Effective</i> explanation of the evolution of critical thought to creative ideas to creative work. <i>Possible Points</i> (17-16)	<i>Somewhat effective</i> explanation of the evolution of critical thought to creative ideas to creative work. <i>Possible Points</i> (15-14)	<i>Ineffective</i> explanation of the evolution of critical thought to creative ideas to creative work. <i>Possible Points</i> (13-0)	/20
<b>Total Content Points</b>						<b>/150</b>

		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		
<b>CREATIVE ELEMENT</b> of Senior Project Presentation (30%)	FSM: SP Documentary Film	<b>CONCEPT and STORYTELLING</b> <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"> <li>•<i>Exceptional</i> understanding and application of interview content</li> <li>•<i>Exceptional</i> development of story from beginning, middle and end</li> <li>•<i>Clear sense of closure</i></li> <li>•Dynamic pacing and appropriate length (between 8-10 minutes) <i>Points Possible (30-27)</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Effective</i> understanding and application of interview content</li> <li>•<i>Effective</i> development of story from beginning, middle and end</li> <li>•<i>Effective closure</i></li> <li>•<i>Mostly</i> dynamic pacing and appropriate length (between 10-12 minutes) <i>Points Possible (26-24)</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Somewhat effective</i> understanding and application of interview content</li> <li>•<i>Somewhat effective</i> development of story</li> <li>•<i>Somewhat effective closure</i></li> <li>•<i>Somewhat</i> dynamic pacing and appropriate length (11+ minutes) <i>Points Possible (23-21)</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Little or no</i> understanding and application of interview content</li> <li>•<i>Little or no</i> story development</li> <li>•<i>No closure</i></li> <li>•<i>Lack of</i> pacing; exceeds appropriate length (13+ minutes) <i>Points Possible (20-0)</i></li> </ul>	/30		
		<b>AESTHETIC/STYLE</b> <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"> <li>•An <i>exceptional</i> visual theme</li> <li>•An <i>exceptional</i> use of sound to create a consistent overall idea</li> <li>•Copyright free materials or works cited in credits <i>Points Possible (30-27)</i></li> </ul>	<ul style="list-style-type: none"> <li>•An <i>effective</i> visual theme</li> <li>•An <i>effective</i> use of sound to create a consistent overall idea</li> <li>•<i>Mostly</i> copyright free materials or works cited in credits <i>Points Possible (26-24)</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Somewhat effective</i> visual theme</li> <li>•<i>Somewhat effective</i> use of sound to create a consistent overall idea</li> <li>•<i>Some</i> copyrighted materials and missing works cited in credits. <i>Points Possible (23-21)</i></li> </ul>	<ul style="list-style-type: none"> <li>•An <i>ineffective</i> visual theme</li> <li>•An <i>ineffective</i> use of sound to create a consistent overall idea</li> <li>•<i>Use of copyrighted materials and missing works cited in credits</i> <i>Points Possible (20-0)</i></li> </ul>	/30		
		<b>TECHNICAL CONTINUITY</b> <i>Displays mastery of professional equipment and advanced skills for planning, filming, and editing documentary</i>	<ul style="list-style-type: none"> <li>•<i>Exceptional</i> editing: clean cuts, transitions and balanced audio</li> <li>•<i>Exceptional</i> lighting and framing <i>Points Possible (30-27)</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Effective</i> editing</li> <li>•<i>Effective</i> use of lighting and framing <i>Points Possible (26-24)</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Somewhat effective</i> editing</li> <li>•<i>Somewhat effective</i> use of lighting and framing <i>Points Possible (23-21)</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Ineffective</i> editing</li> <li>•<i>Ineffective</i> use of lighting and framing <i>Points Possible (20-0)</i></li> </ul>	/30		
<b>DELIVERY</b> of the Senior Project Presentation (20%)	The Public Speaking Skills	<b>EYE CONTACT</b> 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		
		<b>VOICE</b>	<b>ELOCUTION</b> 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>	/10
			<b>Spoken GRAMMAR and USAGE</b> 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>			
		<b>POSTURE and GESTURES</b> 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		
		<b>ENTHUSIASM</b> 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		
		<b>TRANSITIONS</b> 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		
		<b>INTERACTION with the AUDIENCE</b>	<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.)