

**Student Version: Literary Arts – Dramatic Script  
Senior Project Presentation Rubric, 2013-2014**

Presenter's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_  
 Presentation Teacher's Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Student: Please return this completed Senior Project Rubric to the Presentation teacher.)

		<b>Skill</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>	<b>Points</b>
<b>CONTENT</b> of the Senior Project Presentation (50%)	<b>The Argument: Organization, Analysis/Synthesis, and Continuity</b>	<b>INTRODUCTION</b> A beginning which describes why the topic was chosen	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	None - or does not make sense (6-0)	/10
		<b>THESIS/CLAIM</b> The <b>B</b> : the statement of your argument; the essay's "main idea"	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	None - or does not make sense (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.)	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	None - or does not make sense (6-0)	/10
		<b>SUPPORTING IDEAS/REASONS</b> Ideas/Reasons ( <b>As</b> ) that support thesis/claim ( <b>B</b> )	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (13-0)	/20
		<b>OPPOSING IDEAS/REASONS and REBUTTAL</b> Ideas/Reasons ( <b>Os</b> ) that oppose thesis/claim ( <b>B</b> )	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (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)	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (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 ( <b>As</b> ) and the thesis/claim ( <b>B</b> )	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (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	Exceptional	Effective	Somewhat effective	None - or does not make sense	/20
		<b>INTENDED AUDIENCE FOR PROPOSAL</b> Appropriate use of language, tone, and style to reach the intended audience for the proposal	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (13-0)	
				<b>STATEMENT OF INTENT</b> (Mailed to Panelists before Panel) Written statement of purpose and process of the Creative Element	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)
<b>Total CONTENT Points</b>							____/150

		<b>Skill</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>	<b>Points</b>
<b>CREATIVE ELEMENT</b> of Senior Project Presentation (30%)	<b>Dramatic Script</b>	<b>VISUALDOCUMENTATION and REALIZATION of CREATIVE INTENT</b> Graphics, text, multimedia, and archival elements that: 1) help present the academic research and 2) help document the story behind turning that research into creative work Creative excerpt for the presentation works as a stand-alone creative piece that exemplifies one or more key points called out in the digital presentation.	Exceptional (30-27)	Effective (26-24)	Somewhat effective (23-21)	Ineffective (20-0)	/30
		<b>CRAFT: UNIVERSAL</b> The writing is original, rhythmic, and features a vivid and efficient use of language (active verbs, precise nouns, specific details). The writing features distinct characters, rich settings, and a <i>factual</i> narrative structured around a central problem or conflict	Exceptional (30-27)	Effective (26-24)	Somewhat effective (23-21)	Ineffective (20-0)	/30
		<b>CRAFT: STUDENT CHOSEN</b> The writing showcases the following additional student-chosen element of genre specific craft	Exceptional (30-27)	Effective (26-24)	Somewhat effective (23-21)	Ineffective (20-0)	/30
		<b>EYE CONTACT</b> Develops rapport with the audience through eye contact	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	Ineffective (6-0)	/10
		<b>ELOCUTION</b> Articulates voice clearly and confidently <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	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	Ineffective (6-0)	/10
<b>DELIVERY</b> of the Senior Project Presentation (20%)	<b>The Public Speaking Skills</b>	<b>POSTURE and GESTURES</b> Uses body language to enhance presentation	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	Ineffective (6-0)	/10
		<b>ENTHUSIASM</b> Conveys emotion during the presentation	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	Ineffective (6-0)	/10
		<b>TRANSITIONS</b> Makes connections between and among the various parts of the presentation	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	Ineffective (6-0)	/10
		<b>INTERACTION with the AUDIENCE</b>	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	Ineffective (6-0)	/10
		<b>(Student Evaluation) Senior Project Presentation Grade: _____/300</b> (Each senior must earn a <u>B</u> - [80% or 240 points or higher] in order to pass his/her Senior Project Presentation.)					