

North Lawndale College Prep High School  
**Senior Project Presentation Rubric: Web Design**  
 2013-2014

Senior's Name: \_\_\_\_\_ Panelists' Names: \_\_\_\_\_ Date: \_\_\_\_\_  
 Web Design Teacher: \_\_\_\_\_ Independent Study Teacher: \_\_\_\_\_  
 English Teacher: \_\_\_\_\_ Math Teacher: \_\_\_\_\_

		<b>Skill</b>	<b>An <u>A</u> Presentation has</b>	<b>A <u>B</u> Presentation has</b>	<b>A <u>C</u> Presentation has</b>	<b>An <u>F</u> Presentation has</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	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
		<b>THESIS/CLAIM</b> The <b>B</b> : the statement of your argument; the essay's "main idea"	An <i>exceptional</i> thesis/claim ( <b>B</b> ) that responds to the Driving Question <i>Points Possible</i> (10)	An <i>effective</i> thesis/claim ( <b>B</b> ) that responds to the Driving Question <i>Points Possible</i> (9-8)	A <i>somewhat effective</i> thesis/claim ( <b>B</b> ) that <i>somewhat</i> responds to the Driving Question <i>Points Possible</i> (7)	<i>No</i> thesis/claim ( <b>B</b> ), 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 ( <b>As</b> ) that support thesis/claim ( <b>B</b> )	<i>Exceptional</i> ideas/reasons ( <b>As</b> ) that logically support the thesis/claim ( <b>B</b> ) <i>Points Possible</i> (20-18)	<i>Effective</i> ideas/reasons ( <b>As</b> ) that logically support the thesis/claim ( <b>B</b> ) <i>Points Possible</i> (17-16)	Ideas/Reasons ( <b>As</b> ) that <i>somewhat</i> support the thesis/claim ( <b>B</b> ) <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> ideas/reasons ( <b>As</b> ) or ones that <i>do not support the thesis/claim (B)</i> <i>Points Possible</i> (13-0)	/20
		<b>OPPOSING IDEAS/REASONS and REBUTTAL</b> Ideas/Reasons ( <b>Os</b> ) that oppose thesis/claim ( <b>B</b> )	<i>Exceptional</i> ideas or reasons ( <b>Os</b> ) that logically oppose the thesis/claim ( <b>B</b> ); <i>exceptional</i> rebuttal ( <b>Rs</b> ) to those opposing ideas <i>Points Possible</i> (20-18)	<i>Effective</i> ideas/reasons ( <b>Os</b> ) that logically oppose the thesis/claim ( <b>B</b> ); <i>effective</i> rebuttal ( <b>Rs</b> ) to those opposing ideas <i>Points Possible</i> (17-16)	Ideas/reasons ( <b>As</b> ) that <i>somewhat</i> oppose the thesis/claim ( <b>B</b> ); <i>somewhat effective</i> rebuttal ( <b>Rs</b> ) to those opposing ideas <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> opposing ideas/reasons ( <b>As</b> ) or ideas/reasons which <i>do not oppose the thesis/claim (B)</i> ; <i>little</i> or <i>no</i> rebuttal ( <b>Rs</b> ) to the opposing ideas ( <b>Os</b> ) <i>Points Possible</i> (13-0)	/20
		<b>SET-UPS and EVIDENCE</b> Set-ups <u>and</u> 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; <i>no</i> 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 ( <b>As</b> ) and the thesis/claim ( <b>B</b> )	<i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons ( <b>As</b> and <b>Os</b> ) and the thesis/claim ( <b>B</b> ) <i>Points Possible</i> (20-19)	<i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons ( <b>As</b> and <b>Os</b> ) and the thesis/claim ( <b>B</b> ) <i>Points Possible</i> (17-16)	<i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons ( <b>As</b> and <b>Os</b> ) and the thesis/claim ( <b>B</b> ) <i>Points Possible</i> (15-14)	<i>Ineffective</i> or <i>no</i> explanation of evidence to the supporting or opposing ideas/reasons ( <b>As</b> and <b>Os</b> ) and the thesis/claim ( <b>B</b> ) <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)	/20
<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. Possible Points (20-18)	<i>Effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (20-18)	<i>Somewhat effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (20-18)	<i>Ineffective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (20-18)	/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 the Senior Project Presentation (30%)	<b>Web Design</b>	<b>WEBSITE DESIGN</b> <i>Enrich and captivate the audience's understanding; Create a user-friendly experience</i>	An <i>exceptional</i> visual design – color, layout, font, and arrangement; An <i>exceptional</i> use of pages and sub-pages to organize content in a user-friendly manner. <i>Points Possible (15-14)</i>	An <i>effective</i> visual design – color, layout, font, and arrangement; An <i>effective</i> use of pages and sub-pages to organize content in a user-friendly manner. <i>Points Possible( 13-12)</i>	A <i>somewhat effective</i> visual design – color, layout, font, and arrangement; A <i>somewhat effective</i> use of pages and sub-pages to organize content in a user-friendly manner. <i>Points Possible (11)</i>	<i>Little or no</i> consideration of visual design. <i>Little or no</i> consideration of the user experience. <i>Points Possible (10-0)</i>	/15	
		<b>COMMUNICATION OF IDEAS</b> <i>Educate audience on the topic; Employ digital tools (video, audio, animation, graphics, etc.) to enhance audience's understanding</i>	<i>Exceptionally</i> clear and concise use of text to communicate ideas; <i>Exceptional</i> use of non-text – images, video, audio, animation, graphics, etc. – to communicate ideas. <i>Points Possible (45-40)</i>	<i>Effective</i> use of text to communicate ideas; <i>Effective</i> use of non-text – images, video, audio, animation, graphics, etc. – to communicate ideas. <i>Points Possible (39-36)</i>	<i>Somewhat effective</i> use of text to communicate ideas; <i>Somewhat effective</i> use of non-text – images, video, audio, animation, graphics, etc. – to communicate ideas. <i>Points Possible (35-31)</i>	<i>Little or no</i> use of text to communicate ideas; <i>Little or no</i> use of non-text – images, video, audio, animation, graphics, etc. – to communicate ideas. <i>Points Possible (30-0)</i>	/45	
		<b>COLLABORATION AND ACTION</b> <i>Allow participation in an online dialogue about the topic; Provide opportunities for action</i>	<i>Exceptionally</i> rich online dialogue; <i>Exceptional</i> opportunities for further action provided. <i>Points Possible (30-27)</i>	<i>Effective</i> online dialogue; <i>Effective</i> opportunities for further action provided. <i>Points Possible (26-24)</i>	<i>Somewhat effective</i> online dialogue; <i>Somewhat effective</i> opportunities for further action provided. <i>Points Possible (23-21)</i>	<i>Little or no</i> online dialogue; <i>Little or no</i> opportunities for further action provided. <i>Points Possible (20-0)</i>	/30	
<b>DELIVERY</b> of the Senior Project Presentation (20%)	<b>The Public Speaking Skills</b>	<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.	/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>	A <i>lack of</i> control of grammar and usage, with frequent errors that prevent understanding <i>Points Possible(6-0)</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	
<b>Final 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.)								