Performance Based Assessment SY2015
A&C Pathway Web Design - Presentation Skill Rubric
(25 points)

Waikiki Sheraton – Regency III
Apr. 8th, 2015

		Exceeds	Meets	Nearly Meets	Does Not Meet
ORGANIZATION *Common Core Language Arts 12.SL.4*		**7**	**5**	**3**	**1**
		Students create and deliver a clear and comprehensive presentation, detailing the essential components of the proposal. The purpose of the presentation is introduced clearly and creatively. Effective use of smooth and clever transitions to succinctly connect key points. The audience can follow the line of reasoning. The conclusion of the presentation demonstrate a thoughtful and strong evaluation of the evidence presented.	Students create and deliver a generally clear and well organized presentation, detailing most of the essential components of the proposal. The purpose of the presentation is introduced clearly. Transitions are included to connect key points. Most of the information is presented in a logical sequence, but a few minor points may be confusing. The conclusion of the presentation is a summary of the main points with some evaluation of the evidence presented.	Students create and deliver a vague presentation detailing some of the essential components of the proposal. Organization seems haphazard. The purpose of the presentation is introduced. Some transitions are included to connect key points, but there is difficulty in following the presentation. Several points are confusing. The audience can follow the presentation with effort. The conclusion of the presentation is a summary with little to no evaluation of the evidence.	Students create and deliver an unclear and insufficient presentation detailing very few of the essential components of the proposal. Poor or non existent organization. The purpose of the presentation is not clearly introduced. Transitions are used ineffectively and rarely connect key points. The audience is confused because there is no logical sequence for information, the presentation is disjointed. The presentation ends without a summary or conclusion.
VERBAL PRESENTATION SKILLS (DELIVERY) *Common Core Language Arts 12.SL.6*		**7**	**5**	**3**	**1**
		The level of presentation is appropriate for the audience. Students maintain eye contact, seldom referring to notes - the presentation is like a planned conversation. It is NOT a reading of a paper. Students are clearly comfortable, speak with enthusiasm and confidence. Students use the unexpected to full advantage; are very original, clever and creative in their approach to capture the audience's attention. Students speak at a steady pace and at a volume that can be heard by all.	The level of presentation is generally appropriate for the audience. Students maintain eye contact most of the time, but frequently refer to notes. The students seem slightly uncomfortable at times. Students use some originality, are clever at times, and incorporate a good variety and blending of materials/media. Students speak at a pace that is sometimes too fast or slow and the audience occasionally has trouble hearing the presenter.	Aspects of the presentation are inappropriate for the audience. Students maintain eye contact half of the time and much of the information is read from notes. Students use little or no variation, a few original touches, but for the most part material is presented with little originality or interpretation. Students seem uncomfortable and can only be heard if the audience is attentive.	The presentation is consistently inappropriate for the audience. Students read all or most information from their notes, with no eye contact. The presentation is bland, predictable and lack enthusiasm. Material is repetitive with little or no variety. Very little creative energy is used. Students are obviously anxious, cannot be heard or monotone with little or no expression. The audience cannot focus on the content of the presentation.
USE OF LANGUAGE (MECHANICS) *Common Core Language Arts 12.SL.6*		**7**	**5**	**3**	**1**
		Students are poised and clearly articulate complete and grammatical sentences that easily flow together. Words selection is rich and chosen for their precise meaning, a variety of words are used in appropriate contexts. Technical terminology is used precisely and correctly pronounced. Language used is free from bias.	Students, for the most part, articulate complete and grammatical sentences the easily flow together, but are not as polished. Word selection is appropriate for the context. Technical terminology is used and most words are pronounced correctly. Language is free from bias with one or two exceptions.	Some sentences are incomplete, there are some grammatical errors, and use of slang are evident. Vocabulary seems somewhat limited or inappropriate for context. Technical terminology is incorrectly pronounced or misused. Language includes significant bias, which may offend some audience members.	Students have difficulty with grammar and appropriate vocabulary. Words selection is used out of context. Pronunciation of technical terminology is incorrect and misused. Language frequently reflects bias, the audience will probably be offended.
USE OF COMMUNICATION AIDS *Common Core Language Arts 12.SL.5*		**4**	**3**	**2**	**1**
		Communication aids enhance the presentation. They are prepared in a professional manner. Students effectively integrate the communication aids in their presentation to maximize audience understanding. The use of media is varied and appropriate with media not being added for the sake of use.	Communication aids contribute to the quality of the presentation. Students integrate the communication aids to enhance audience understanding, but the use of media is not as varied and not as well connected to the overall presentation. Appropriate information is prepared. Some material is not supported by visual aids.	Communication aids poorly prepared or used inappropriately. Students occasionally use the communication aids to support audience understanding - audience may be confused. The use of media is not as varied and lacks smooth transition from one medium to another. Too much or unimportant information is highlighted.	Communication aids are not used, or they are so poorly prepared that they detract from the presentation.
	Total *(25)*				
TEAM #		**Additional Presentation Notes**			**Judge**

Performance Based Assessment SY2015
A&C Pathway Web Design - Production Skill Rubric
(50 points)

		Exceeds	Meets	Nearly Meets	Does Not Meet
Originality (ANW 1.1)		**5** The project draws mostly from universal concepts. If based on existing material, it surpasses and offers new insights into the concept.	**4** The project draws inspiration from existing material but succeeds on its own merits without relying on the strength of the previous concept.	**3** The project is a rehash of existing material. It does not succeed on its own merits but instead relies on the strength of the source material.	**2** The project is a collection or rehash of other people's work or concepts. There is little or no evidence of original thought.
Web Literacy (ANW 1.2)		**10** Team displays proficient use of advanced web technologies and are able to use them to elevate the project.	**7** Team displays competent use of web technologies and are able to use them in an efficient manner.	**5** Team displays simplistic use of web technology, relying heavily on tools or gimmicks.	**2** Team lacks the proficiency to use web technology in an efficient or appropriate way.
Design (ANW 3.1)		**5** Exceptional design with strong attention to detail. The overall vision is enhanced by the design.	**4** Compelling design without flaws. The overall vision comes through clearly.	**3** Adequate design but poor attention to detail. Flaws present a distraction from the overall vision.	**2** Poor or confusing design. Many obvious flaws and/or incoherent vision.
Targeting (ANW 3.3)		**10** Product is effective for primary audience but also has a universal appeal. Client message is enhanced by the presentation.	**7** Product is effective for the primary audience and acceptable to the general public. Client message is conveyed properly.	**5** Product is effective for primary audience but may have difficulty reaching the general public. Client message is conveyed adequately.	**2** Product is not effective for primary audience. Client message is not adequately conveyed.
Support Material (ANW 4.2)		**5** Extensive and detailed support materials that tie directly into the final product. Every design choice is clearly outlined.	**4** Efficient use of supporting materials. There is a clear connection between the design and final product.	**3** Poor use of supporting materials. They lack sufficient detail to provide a benefit to the project.	**2** Little or no use of supporting materials. There is no connection between support material and final project.
Collaboration (ANW 4.1)		**5** Team members display good synergy and combine their individual skills in a seamless way.	**4** Team members work well together and are able to use their individual skills towards a common goal.	**3** Team members are cooperative but do not combine their skills in a meaningful way.	**2** Team members are not cooperative and are overly concerned by individual interests.
Production Skill (ANW 4.2)		**10** Excellent technical skills displayed. Advanced techniques are used and the product is free from defect.	**7** Competent technical skills are displayed. The product is free from obvious defects.	**5** Insufficient technical skill displayed. Some flaws are apparent in the final product.	**2** Little to no technical skill displayed. Numerous or obvious flaws in the final product.
Production Total		**Additional Production Notes**			