Story/Synthesis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Name** | **Prepared Material** | **+ + + +** | **Stance & Body Language** | **+ + + +** | **Feedback & Concerns** | |
|  | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** | **Overall Impression** | **+ + + +** |
| **Enunciation & Pronunciation** | **+ + + +** | **Time Usage** | **+ + + +** |

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| **Name** | **Prepared Material** | **+ + + +** | **Stance & Body Language** | **+ + + +** | **Feedback & Concerns** | |
|  | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** | **Overall Impression** | **+ + + +** |
| **Enunciation & Pronunciation** | **+ + + +** | **Time Usage** | **+ + + +** |

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| **Name** | **Prepared Material** | **+ + + +** | **Stance & Body Language** | **+ + + +** | **Feedback & Concerns** | |
|  | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** | **Overall Impression** | **+ + + +** |
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| **Name** | **Prepared Material** | **+ + + +** | **Stance & Body Language** | **+ + + +** | **Feedback & Concerns** | |
|  | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** | **Overall Impression** | **+ + + +** |
| **Enunciation & Pronunciation** | **+ + + +** | **Time Usage** | **+ + + +** |

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| **VISUAL & WRITTEN PROJECT** | | | | |
| **Aspect** | **Not Yet Within Expectations** | **Minimally Meets Expectations** | **Fully Meets Expectations** | **Exceeds Expectations** |
| ***Snapshot***  ***- overall impact*** | *The writing is often fragmented it may be long and rambling or too brief to accomplish the purpose; the visualization is unclear and confusing* | *The writing and visualization present connected ideas that accomplish the basic purpose or task* | *The writing and visualization are clear, complete, and accomplishes the purpose or task.* | *The writing and visualization is clear, focused, and fully developed; it accomplishes the purpose and creates desired impact.* |
| ***Meaning***  ***- ideas and information***  ***- use of detail***  ***- use of sources***  **- use of visuals** | * purpose is unclear; focus is not sustained * examples, details are irrelevant, too general or simplistic * information is incomplete, may be inaccurate | * purpose clear; focus may waver * some relevant details and examples * some accurate information; may be incomplete or poorly integrated | * purpose is clear; consistent focus * logically developed with relevant details and examples * accurate and complete; information; well-integrated | * tightly focused; well-defined purpose * vivid, relevant details and examples; may show originality * accurate and complete information; skillfully integrated |
| ***Style***  ***- clarity, variety, and impact of language*** | * language is repetitive and often unclear * simple, repetitive sentences | * language is clear and varied * some variety in sentences | * varied language; has some impact; fits purpose * varied, complex sentences | * precise language chosen for effect * varies sentences to create a particular effect |
| ***Form:***  ***Essays and opinion***  ***- introduction***  ***- organization and sequence***  ***- conclusion*** | * opening is not engaging; may omit purpose or thesis statement * difficult to follow; transitions are weak or missing * may end without a logical conclusion * visuals are non-representative | * introduction states simple thesis or purpose; attempts to engage reader * logical, organization; sequence may be ineffective * explicit conclusion | * introduction clearly states purpose or thesis, engages reader * logically organized and sequenced; varies transitions * comes to closure; tries to leave an impact | * introduction catches attention; offers well-developed thesis * effective sequence and transitions make reasoning clear * strong conclusion leaves an impact |
| ***Conventions***  **- spelling**  **- punctuation**  **- sentence structure**  **- grammar** | * frequent, repeated errors in basic language * resembles a rough draft; errors are not corrected | * some errors, but meaning is clear * some evidence of editing and proofreading | * may have occasional errors * carefully edited and proofread | * may make occasional errors when taking risks * effectively edited and proofread |

# Assessment Comments:

# Redistribution: Original Mark # of Group members = /

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| **Group Member** | **Original** | **Revised** | **Individual** | **Comments or Feedback** |
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# Final Comments: