Mind Mapping / Concept Mapping Prezi Presentation **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| ***Group Members (First & Last Names)*** | | | | | | |
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| *MIND MAPPING or CONCEPT MAPPING* | | | | | | |
|  | ***Beginning + / D/C-*** | ***Developing ++ / C / C+*** | | **Accomplished +++ / B- / B / B+** | **Exemplary ++++ / A- / A / A+ / A++** | **LG** |
| ***Concepts*** | Insufficient understanding of key concept/ thematic idea linking related topics  Arrangement of concepts illustrating limited understanding of conceptual relationships | Minimal but acceptable idea presented of linking theme to topics.  Arrangement of concepts demonstrates simple understanding of subordinate conceptual relationships | | Most concepts relating to topic were selected with insight  Arrangement of concepts demonstrates an understanding of subordinate conceptual relationships | Concepts are clearly linked to dominant features of topic  Arrangement of concepts demonstrates complete understanding of subordinate conceptual relationships |  |
| ***Hierarchical Structure/ Arrangement*** | Concepts and ideas are in a linear sequence. Little or no sense of hierarchical structure | Limited hierarchical structure used | | Concepts connected in a hierarchical structure | Concepts connected in a hierarchical structure leading to more specific concepts |  |
| ***Linkages*** | Some basic relationships indicated by connected lines  Linking words are simple and repetitive | Straightforward relationships connected with linking words  Linking words show variety | | Most relationships indicated with a connecting line and labeled with linking words  Linking words are accurate and varied | All relationships indicated by a connecting line and accurately labeled with appropriate linking words.  Linking words are expressive and purposeful |  |
| ***Central Image*** | Not clear, difficult to separate from other information | Present; not eye catching or memorable | | Clear; use of picture or image that relates to key idea | Stands out; meaningfully grasps the key idea through metaphor or humor |  |
| ***Ideas have key images at key ideas*** | Little to no evidence of key images. May have a few keywords or vice versa | Images and key ideas are evident, but either too few or imprecise | | Images and key ideas show an understanding of the content, although not memorable | Dynamic use of images and keywords. They clearly connect to central image. Use of metaphor, humor, etc |  |
| ***Color/ Codes*** | Little to no use of color, codes to illustrate connections between ideas | Obvious attempt is made to use color, codes or linkds to enhance clarity and memory. Still a bit confusing. | | Clearly uses color, and codes to clarify connections and to assit with memory for most aspects of mind map | Effectively uses color, codes, to meaningfully clarify connections for all aspects of mind map |  |
| ***Depth of coverage*** | Insufficient coverage of content covered | Shows a basic level of coverage of key ideas but little extension of ideas | | Shows a solid grasp of most of the content and show extensions of most key ideas | Shows a solid grasp of all of the content covered. Extensions of key ideas show an insightful understanding of that content. |  |
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| ***Copyrights & Permissions*** | *Sources have not been properly cited and permissions have not been received.* | *Some sources have not been properly cited and all permissions have not been received.* | | Most sources and property cited according to MLA style; Permissions to use any graphics from web pages or other sources have | All sources are properly cited according to MLA style; Permissions to use any graphics from commercial web pages on other |  |
| ***Curriculum Alignment*** | *No evidence of relationship to target curriculum; no reference to facts and properly documented resources. Users are not likely to learn from this product.* | *Some evidence of connection to target curriculum; a few references to facts and properly documented resources. Users find it difficult to learn from this product.* | | Adequate evidence of connection to target curriculum; clear references to facts and properly documented resources. Users can learn from this product. | Clear evidence of connection to garget curriculum; frequent references to facts and properly documented resources. Users are likely to learn from this product. |  |
| ***Teamwork*** | *The work load was not divided equally and few team members contributed their fair share.* | *Most team members participated in some aspect of the work. But workloads varied.* | | Most team members contributed their fair share of the work. | The workload was divided and shared equally by all team members. |  |
| ***Organization of Content Presented*** | *No logical sequence of information; menus and paths to information are not evident.* | *Some logical sequence of information, but menus and paths are confusing or flawed.* | | Logical sequence of information. Menus and paths to more information are clear and direct. | Logical, intuitive sequence of information. Menus and paths to all information are clear and direct. |  |
| ***Originality*** | *The work is a minimal collection or rehash of other people’s ideas, products, images and inventions. There is no evidence of new thought.* | *The work is an extensive collection and rehash of other people’s ideas, products, images and inventions. There is no evidence of new thought or inventiveness.* | | The product shows evidence of originality and inventiveness. While based on an extensive collection of other people’s ideas, products, images and inventions, the work extends beyond that collection to offer new insights. | The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research. |  |
| ***Subject Knowledge*** | *Subject knowledge is not evident. Information is confusing, incorrect or flawed.* | *Some subject knowledge is evident. Some information is confusing, incorrect or flawed.* | | Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct. | Subject knowledge is evident throughout. (More than required.) All information is clear, appropriate, and correct. |  |
| ***Mechanics*** | *Presentation has four or more spelling errors and/or grammatical errors.* | *Presentation has three or more misspellings and/or grammatical errors.* | | Presentation has fewer than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
| ***Length & Time Usage*** | *Length of time effectively used less than 50% with large pauses or slow transitions from one activity to the next.* | *Length of time effectively used effective less than 70% with some pauses and little to no transitions from one activity to the next* | | Time effectively used and filled up 85% of the time with smooth transitions and negligible pauses. | Time superbly managed with rehearsed transitions and no wasted use of presentation time. |  |
| ***Overall Presentation Lettergrade*** | | **D C- C C+ B- B B+ A- A A+ A++** | | | | |

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| **Presenter:** | **Prepared Content** | **+ + + +** | **Stance & Body Language** | **+ + + +** | **Feedback & Concerns** |
| Expectations Key   * + below minimal * ++ minimally meets * +++ fully meets * ++++ exceeds | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** |  |
| **Enunciation & Pronunciation** | **+ + + +** | **Pacing  & Time Usage** | **+ + + +** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** | **A++** | |

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| **Presenter:** | **Prepared Content** | **+ + + +** | **Stance & Body Language** | **+ + + +** | **Feedback & Concerns** |
| Expectations Key   * + below minimal * ++ minimally meets * +++ fully meets * ++++ exceeds | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** |  |
| **Enunciation & Pronunciation** | **+ + + +** | **Pacing  & Time Usage** | **+ + + +** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** | **A++** | |

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| Expectations Key   * + below minimal * ++ minimally meets * +++ fully meets * ++++ exceeds | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** |  |
| **Enunciation & Pronunciation** | **+ + + +** | **Pacing  & Time Usage** | **+ + + +** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** | **A++** | |

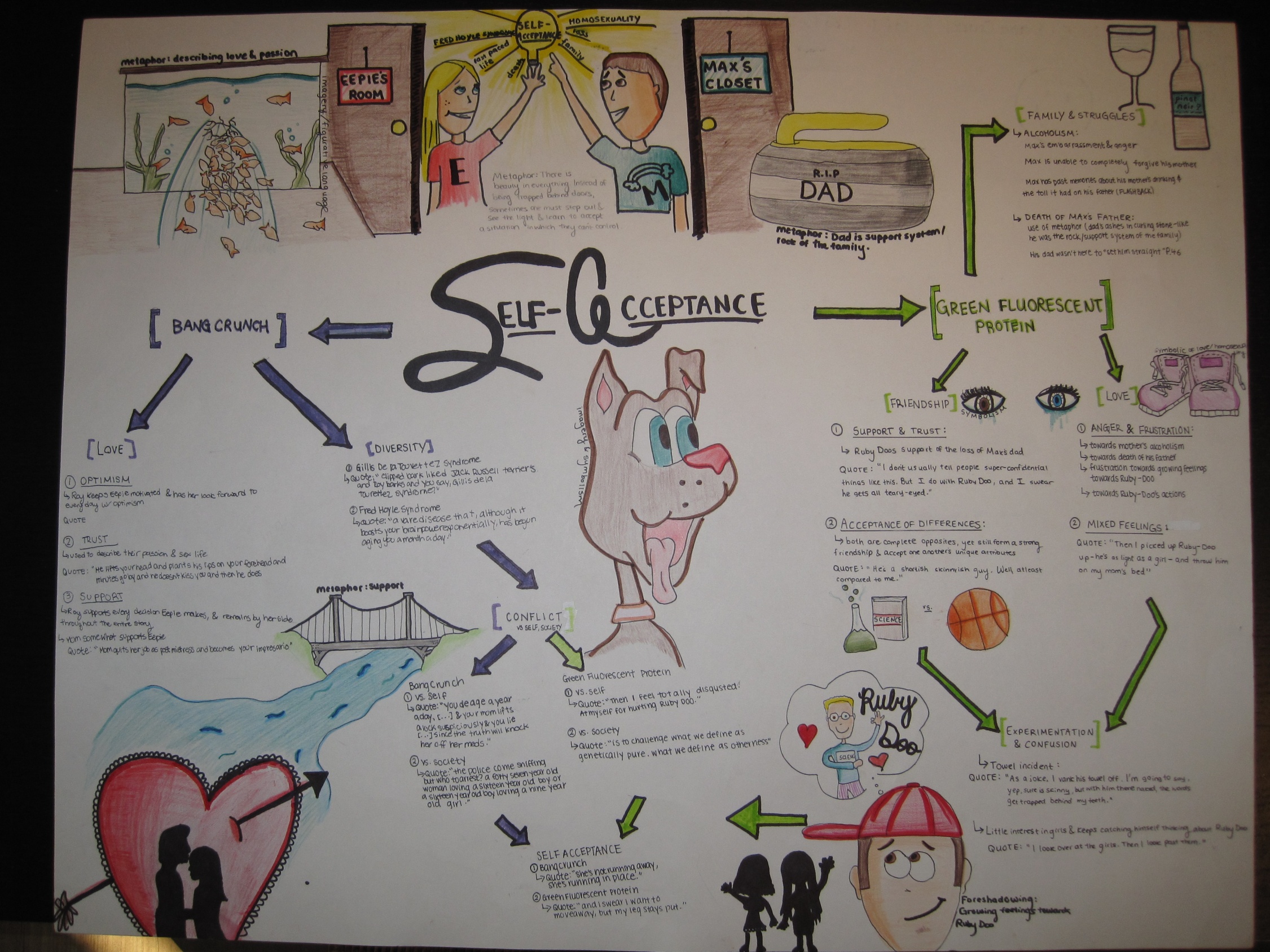
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| **Presenter:** | **Prepared Content** | **+ + + +** | **Stance & Body Language** | **+ + + +** | **Feedback & Concerns** |
| Expectations Key   * + below minimal * ++ minimally meets * +++ fully meets * ++++ exceeds | **Volume & Clarity** | **+ + + +** | **Eye Contact & Gestures** | **+ + + +** |  |
| **Enunciation & Pronunciation** | **+ + + +** | **Pacing  & Time Usage** | **+ + + +** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** | **A++** | |

# Redistribution: Original Lettergrade: # of Group members =

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| **Group Member** | **Individual LG** | **Original Group LG** | **Revised LG** | **Plus / Minus Adjustment** |
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***NOTES****:*

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