

Mind Mapping / Concept Mapping Prezi Presentation

Date _____

Group Members (First & Last Names)

M I N D M A P P I N G o r C O N C E P T M A P P I N G

	<i>Beginning + / D / C-</i>	<i>Developing ++ / C / C+</i>	<i>Accomplished +++ / B- / B / B+</i>	<i>Exemplary ++++ / A- / A / A+ / A++</i>	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	Oblivious 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.	
Copyrights & Permissions	<i>Sources have not been properly cited and permissions have not been received.</i>	<i>Some sources have not been properly cited and all permissions have not been received.</i>	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	<i>No evidence of relationship to target curriculum; no reference to facts and properly documented resources. Users are not likely to learn from this product.</i>	<i>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.</i>	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	<i>The work load was not divided equally and few team members contributed their fair share.</i>	<i>Most team members participated in some aspect of the work. But workloads varied.</i>	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	<i>No logical sequence of information; menus and paths to information are not evident.</i>	<i>Some logical sequence of information, but menus and paths are confusing or flawed.</i>	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	<i>The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.</i>	<i>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.</i>	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	<i>Subject knowledge is not evident. Information is confusing, incorrect or flawed.</i>	<i>Some subject knowledge is evident. Some information is confusing, incorrect or flawed.</i>	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	<i>Presentation has four or more spelling errors and/or grammatical errors.</i>	<i>Presentation has three or more misspellings and/or grammatical errors.</i>	Presentation has fewer than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Length & Time Usage	<i>Length of time effectively used less than 50% with large pauses or slow transitions from one activity to the next.</i>	<i>Length of time effectively used effective less than 70% with some pauses and little to no transitions from one activity to the nex</i>	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++				

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 + + + +	

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 + + + +	

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 + + + +	

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 + + + +	

Redistribution: Original Lettergrade:

of Group members =

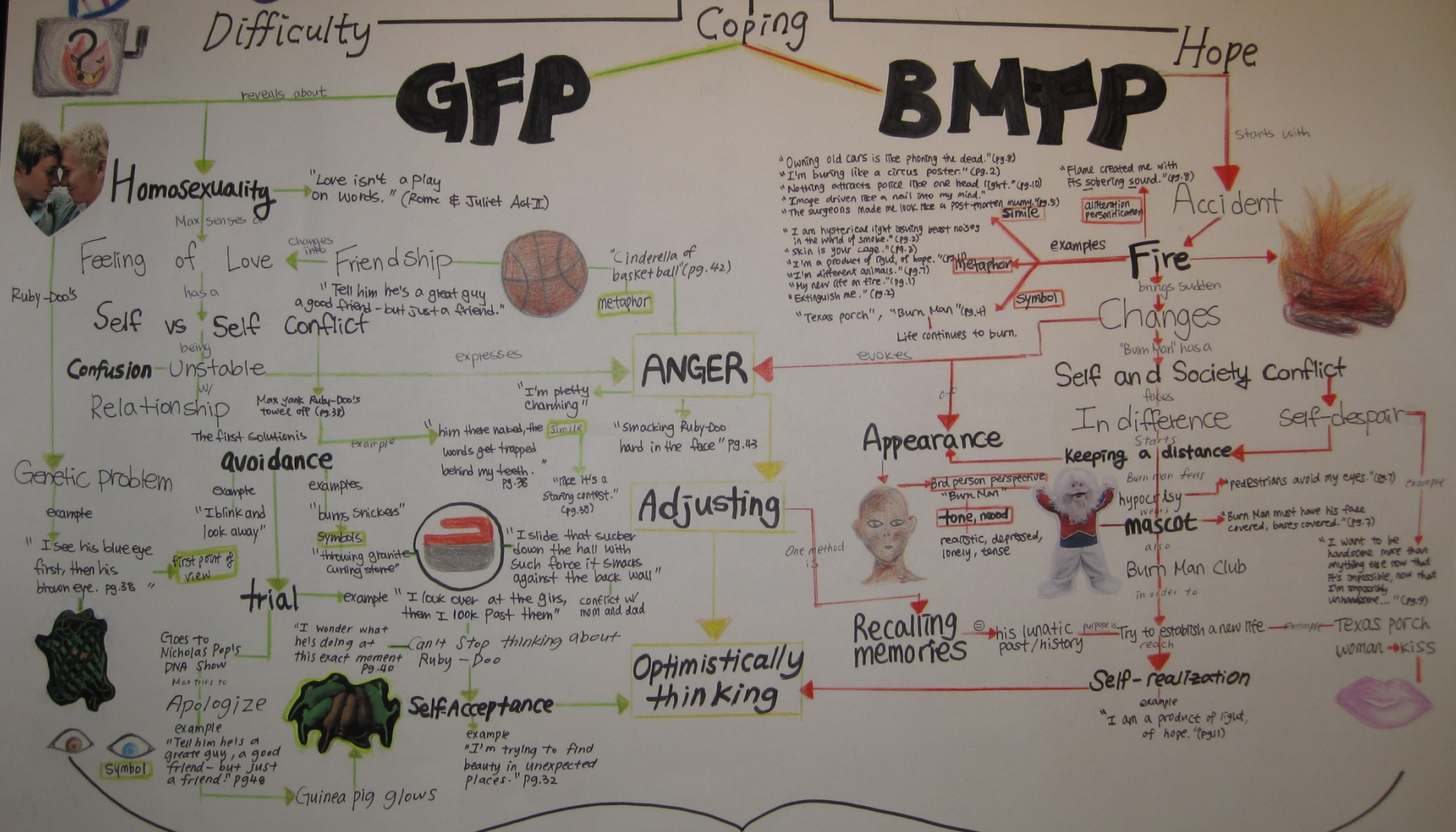
Group Member	Individual LG	Original Group LG	Revised LG	Plus / Minus Adjustment

NOTES:

In "GFP" & "BMTM" Our theme is...

ENG12
Ms Cooper
Anne King
Cindy C
James Kim

Unpredictable Self Realization



SURVIVAL!

Green Fluorescent Protein - Neil Smith

Mark Jaraman - Burn Man on a Texas Porch

