Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_ RC (Sum) Score \_\_\_\_\_\_\_\_ S/L (Form) Score \_\_\_\_\_\_\_\_ ML (Sum) Score \_\_\_\_\_\_\_\_ ML (Form) Score \_\_\_\_\_\_\_\_

Research Pecha Kucha

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| **RC (Summative)** | **4** | **3** | **2** | **1 / 0** |
| **LA 12.1.6.a**  **Author’s Purpose** | Analyze and evaluate the meaning, reliability, and validity of the text by making text-to-text, text-to-self, and text-to-world connections. | Analyze and evaluate the meaning, reliability, and validity of the text considering author’s purpose and perspective and information from additional sources. | Identify the author’s purpose and perspective within a text. | Attempts to identify the author’s purpose and perspective within a text, but is unsuccessful. |
| **LA 12.1.6.h**  **Perspective** | Analyze, critique, and make inferences and text-to-text, text-to-self, and text-to-world connections based on the social, historical, cultural, and biographical influences in a variety of genres. | Critique the social, historical, cultural, and biographical influences in a variety of genres. | Cite and explain the social, historical, cultural, and biographical influences in a variety of genres. | Attempts to cite and explain the social, historical, cultural, and biographical influences in a variety of genres, but is unsuccessful. |
| **LA 12.1.6.d**  **Informational Text** | Summarize, analyze, and synthesize self-selected informational text using main idea and supporting details. | Summarize, analyze, and synthesize informational text using main idea and supporting details. | Summarize informational text using main idea and supporting details. | Attempts to summarize informational text using main idea and supporting details, but is unsuccessful. |
| **LA 12.1.6.j**  **Questioning** | Generate and answer inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge with information from the text, and applying to other situations and/or texts. | Generate and answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text, and additional sources to support. | Answer literal, inferential, critical, and interpretive questions. | Attempts to answer literal, inferential, critical, and interpretive questions, but is unsuccessful. |

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| **Speaking/**  **Listening** | **4** | **3** | **2** | **1 / 0** |
| **Rubric on the back of sheet** |  |  |  |  |

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| **ML (Summative)** | **4** | **3** | **2** | **1 / 0** |
| **12.4.1.b**  **Citation** | Demonstrate ethical and legal use of information by synthesizing information from multiple resources and giving credit to original authors even without direct quotes. | Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., online citation assistance, style guidelines, etc.). | Recognizes that there are appropriate and inappropriate uses of information and identifies applicable laws, regulations and/or standards regarding ethical and legal use of information. | Attempts to recognize that there are appropriate and inappropriate uses of information and identifies applicable laws, regulations and/or standards regarding ethical and legal use of information, but is unsuccessful. |
| **12.4.1.e**  **Messages** | While reading, listening, and viewing, synthesize and evaluate multiple messages for bias, commercialism and hidden agendas (e.g., product placement, tv ad, radio ad, movie, body image, sexism, etc.). | While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, tv ad, radio ad, movie, body image, sexism, etc.). | Recognizes that a source may be biased, but may not be able to provide evidence for their judgment. | Attempts to recognize that a source may be biased, but may not be able to provide evidence for their judgment, but is unsuccessful. |

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| **ML (Formative)** | **4** | **3** | **2** | **1 / 0** |
| **12.4.1.a**  **Resources** | Compare and evaluate multiple resources to determine validity of information (e.g., encyclopedias, print, subscription databases, web resources) | Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources) | Generates and seeks to answer questions using an information source (e.g., print, subscription  databases, web resources) | Attempts to generate and seek to answer questions using an information source but is unsuccessful.  0 – Has fewer than minimum number of sources |
| **12.4.1g**  **Informational Tools** | Selectively uses most appropriate technological and organizational tools in order to access and manipulate information. | Use information tools to find multiple database articles, websites and documents that provide relevant info. on a topic. | Recognizes and uses tools that are readily available and/or required to find sources relative to a topic. | Does not use appropriate tools for research process (simply Googles the topic). |

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| **Pecha Kucha Presentation** | **4** | **3** | **2** | **1** |
| **Poise** | You appeared calm and confident. There was no distracting behavior. | You seemed calm and confident. Only one or two minor things were noticed, but they were not distracting to the listeners. | You mostly seemed poised. A couple of major distracting behaviors bothered the listeners. | You seemed wiggly and not at all poised. You had many distracting behaviors. |
| **Voice** | Your voice was just right for the space—not too loud or too soft. Every word was heard. | Your voice was just right for the space. A couple of words were mumbled or blurred together. You didn’t have any strange vocal patterns. | You spoke a too softly or too loudly. Several times, your words were not clear. | The audience had a hard time hearing you. Many words were not understandable because of mumbling. |
| **Life** | You had a lot of feeling in your voice. We heard emotion, passion, excitement, sadness, etc. You were fun to listen to. | You had some feeling in your voice. There were several parts that really came alive for the listener. | You only had one or two places where you seemed to come alive and put feeling into your speech. | There was no life in the speech. You spoke in a monotone and didn’t put any emotion into any part of the speech. |
| **Eye Contact** | You constantly looked at your audience. You looked at each member of the audience. You barely glanced at your PowerPoint. | You mostly looked at your audience. Some members of the audience may have been missed because you only looked in certain directions. PowerPoint was used well. | You only occasionally looked at the audience. Many audience members were never looked at. You read from the PowerPoint over half of the time. | You never looked at anyone. You read from the PowerPoint. |
| **Gestures** | You had very effective hand, face, and body gestures. Your motions added a lot to your speech. | You had some gestures that contributed to your speech. | Only one or two times did we see some gestures. | You had no gestures. |
| **Speed** | You were not too fast or too slow. You varied your speed—faster for exciting parts, slower to add emphasis. You used pauses to let main points sink in with the listeners. | You were not too fast or too slow. Your speech had one speed. You didn’t use pauses | You spoke a little too fast or too slow. | You spoke way too fast. There was no change of pace. |
| **Organization** | The PowerPoint was organized professionally. The ideas and images flowed well and were easily understood. The material transitioned seamlessly from slide to slide.  **All requirements satisfied.** | The PowerPoint was organized fairly well and the ideas flowed. There were a few jumps and rough transitions. Easily understood. **All requirements satisfied.** | The PowerPoint was unorganized and difficult to follow. Ideas and images were put together with little thought for the audience. **Some requirements satisfied.** | PowerPoint does not meet requirements. |