

English 10: Project Presentation

Name: _____ Date: 4/9/18 Topic: Film Pitch Project

<i>Score</i>	<i>Rationale</i>	<i>Comments</i>
<i>Reading - 1</i>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> Evidence of close reading for in-depth interpretation. <input type="checkbox"/> Demonstration of original thinking.	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Clearly explain what the text says explicitly and implicitly. <input type="checkbox"/> Cite direct textual evidence from primary sources to support claims. <input type="checkbox"/> Cite direct textual evidence from secondary, scholarly sources to support claims. <input type="checkbox"/> Answer the question <i>So What?</i> No major errors or omissions with 2.0 and 3.0 elements.	
2.5	No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Making an argument (claim). <input type="checkbox"/> Evidence for support.	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	
<i>Reading - 2</i>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> In-depth, thematic interpretations that move beyond the text. <input type="checkbox"/> Original thinking about that theme.	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Determine central theme of a text. <input type="checkbox"/> Analyze the development of that theme throughout the text. <input type="checkbox"/> Identify supporting details.	
2.5	No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Identification of a theme. <input type="checkbox"/> Summary of text.	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	

<i>Speaking and Listening - 2</i>	When presenting your “film pitch” please ensure that you are present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organizational, development, and style are appropriate to task, purpose, and audience.	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> Use of evidence that supports greater themes of the text. <input type="checkbox"/> Synthesis and analysis used to explain complex, nuanced ideas.	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Clearly and accurately articulates the events within the story that support the essay topic. <input type="checkbox"/> Develop reasoning to show how/why evidence supports the essay topic.	
2.5	No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Logical explanation. <input type="checkbox"/> Organized paragraphs and transitions.	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	
<i>Language - 1</i>	Demonstrate command of the conventions of standard English grammar and usage when speaking and through your presentation.	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> Deliberate control over grammar and punctuation decisions to create a creative, unconventional, or desired effect on the reader. <input type="checkbox"/> Deliberate variation in sentence structure (simple and complex) to show mastery. <input type="checkbox"/> Sophisticated, new applications of MLA formatting.	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Demonstrate proficient understanding of spelling, grammar, and punctuation rules. Writer avoids common errors such as comma splices, run-on sentences, <input type="checkbox"/> Follow all MLA formatting guidelines for heading, header, in-text citations for short and block quotes, and spacing. <input type="checkbox"/> Follow MLA format for Works Cited page, including alphabetical order, hanging indent, and citation for a work in an anthology.	
2.5	No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Basic sentence structure. <input type="checkbox"/> Simplest application of MLA formatting.	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	