

**Rubric for Film Presentation**

**Task Description:** Working in groups of four or five, students will develop and present to the class an analysis of a Japanese movie about World War II. This analysis should go beyond a simple synopsis of the movie to discuss how well or poorly the film reflects a particular point of view about the war. You are expected to do additional research to develop this presentation and to use visual aids of some sort. All group members are expected to participate in the presentation.

	Exemplary	Competent	Developing
Individual presentations	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presenter spoke clearly, slowly, and loudly enough to be heard without shouting, modulating voice tone and quality.</li> <li><input type="checkbox"/> The presenter used expressive, appropriate body language and maintained eye contact with the audience.</li> <li><input type="checkbox"/> The presenter used all the time allotted but did not speak too long.</li> <li><input type="checkbox"/> The presenter used humor and anecdotes appropriately to liven up and illustrate the presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presenter was understood but mumbled, spoke too fast or too slow, whispered, shouted, or droned; intelligibility, however, was not compromised.</li> <li><input type="checkbox"/> The presenter's body language did not distract significantly, but the presenter fidgeted, remained rigid, never looked at the audience, or engaged in other inappropriate body language.</li> <li><input type="checkbox"/> The presenter's timing was too long or too brief.</li> <li><input type="checkbox"/> Humor and anecdotes were used, but they were over- or underused to liven up or illustrate the presentation.</li> <li><input type="checkbox"/> Equipment was used but there was some fumbling although not to the point where it seriously distracted from the presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presenter mumbled, spoke too fast or too slow, whispered or shouted, or droned to the point where intelligibility was compromised.</li> <li><input type="checkbox"/> The presenter fidgeted, remained rigid, never looked at the audience, or engaged in other body language that distracted seriously from the content.</li> <li><input type="checkbox"/> The presenter barely used the time allotted or used much too much time.</li> <li><input type="checkbox"/> The lack of humor and anecdotes made the presentation dull.</li> <li><input type="checkbox"/> There was a lot of fumbling with the equipment that could have been prevented with a little practice.</li> </ul>
Group work	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presenter or an assistant competently handled the equipment.</li> <li><input type="checkbox"/> The presentation allowed each member an equal opportunity to shine.</li> <li><input type="checkbox"/> The individual presentations followed one another in a way that promoted a logical discussion of the topic, and connections between individual presentations were clearly shown.</li> <li><input type="checkbox"/> Group members treated each other with courtesy and respect.</li> <li><input type="checkbox"/> The technologies used to illustrate and assist the presentation were appropriate and competently handled without any fumbling.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation was unbalanced in the way time or content was assigned to members.</li> <li><input type="checkbox"/> The individual presentations followed one another in a way that mostly promoted a logical discussion of the topic, but connections between individual presentations were not clearly shown, or the presentation lost direction from time to time for other reasons.</li> <li><input type="checkbox"/> Group members mostly treated each other with courtesy and respect, but there were lapses where members were not listening to each other.</li> <li><input type="checkbox"/> Technologies were used to illustrate and assist the presentation; however, some were off topic, unnecessary, or accompanied by too much fumbling.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation was seriously unbalanced so that one or a few people dominated or carried the ball.</li> <li><input type="checkbox"/> There was little if any evident logic in how the individual presentations followed one another, and the connections between individual presentations were unclear.</li> <li><input type="checkbox"/> Group members showed little respect or courtesy toward one another.</li> <li><input type="checkbox"/> The technologies used to illustrate and assist the presentation were unnecessary, clumsy, and accompanied by too much fumbling.</li> </ul>
Introduction	<ul style="list-style-type: none"> <li><input type="checkbox"/> The thesis is clearly stated at the beginning and carried through in the rest of the presentation.</li> <li><input type="checkbox"/> The topics to be covered are introduced and the direction the overall presentation will take is made clear.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The thesis emerges from the presentation but is either unclear, unstated, or not stated directly.</li> <li><input type="checkbox"/> A clear thesis is stated, but it is not carried through in the presentation.</li> <li><input type="checkbox"/> Topics to be covered and the direction the presentation will take are stated, but they are not the topics covered or the direction actually taken.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The thesis is unclear, unstated, and not evident in the rest of the presentation, which is about something else.</li> <li><input type="checkbox"/> There is no indication of what topics will be covered or what direction that coverage will take.</li> </ul>
Individual organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> The individual presentation was well organized in itself with an introduction, body, and conclusion.</li> <li><input type="checkbox"/> That organization was emphasized and made clear to the audience through the use of appropriately captioned PowerPoints, overheads, or handouts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The individual presentation was mostly well organized, but there were problems with the introduction, body, or conclusion.</li> <li><input type="checkbox"/> The presenter used PowerPoints, overheads, or handouts, but these were too wordy or too vague to help the audience follow the organization.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation rambled with little evidence of an introduction, body, or conclusion.</li> <li><input type="checkbox"/> PowerPoints, overheads, or handouts either were not used or did not assist the audience in following the organization in any significant way.</li> </ul>
Individual content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facts and examples were detailed, accurate, and appropriate</li> <li><input type="checkbox"/> Theories referenced were accurately described and appropriately used.</li> <li><input type="checkbox"/> Analyses, discussions, and conclusions were explicitly linked to examples, facts, and theories.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facts and examples were mostly detailed, accurate, and appropriate, but there were lapses.</li> <li><input type="checkbox"/> Theories were referenced but they were either not accurately described or not appropriately used.</li> <li><input type="checkbox"/> The connection between analyses, discussions, and conclusions is evident or implied, but it is not explicitly linked to examples, facts, and theories.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facts and examples were seriously lacking in detail, inaccurate, or inappropriate.</li> <li><input type="checkbox"/> Theories referenced were inaccurately described and inappropriately used or not referenced or used at all.</li> <li><input type="checkbox"/> There is no clear connection between analyses, discussions, and examples, facts, and theories.</li> </ul>

Figure 3.9 Three-level rubric. All descriptions of dimensions completed.