

| Assessed Categories | 1 Did not follow directions | 2 Needs Improvement | 3 Good Job! | 4 Magnificent! |
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| Technology Skills | -slides were disorganized -poor choices were made in determining font size and/or color -a lack of word, graphics, images, music, or sound -bland, boring presentation | A problem in one or more of these areas was noted: *organization *images, graphics, music, sound, words *font size or color | -slides were organized and logical -words, graphics, images, music, and/or sound were used -font size and color were not distracting or problematic | -an abundance of organized slides with a logical sequence/order -words, graphics, images, music, and sound were used to explain and clarify information in a powerful and effective manner -font size and color were thoughtfully selected |
| Speech Techniques | - no evidence of ethos, pathos, and logos -no allusions or imagery -no figurative language - no persuasive techniques | -a lack of ethos, pathos, and logos -not enough imagery, allusions or figurative language -lack of persuasive techniques | -some of each of the following appear but may or may not add to the overall effectiveness of the speech *ethos, pathos, and logos * imagery + figurative language * persuasive techniques | -an abundance of ethos, pathos, logos -thoughtful allusions and/or imagery -effective use of similes, metaphors, and hyperbole -persuasive techniques used which enhance the argument (repetition, rhetorical questions, etc) |
| Presentation Skills | -significant problems were noted in one or more of these areas: *eye contact, volume, vocal variety, inflection, fluency Little to no enthusiasm was displayed | A problem in one or more of these areas was noted: *eye contact, volume, vocal variety, inflection, fluency -Little to no enthusiasm | -eye contact, volume, vocal variety, and appropriate inflection were adequate -some enthusiasm about the book, the research topic, and the award -fluent reading and correct pronunciation | -frequent and effective eye contact -appropriate volume -appropriate inflection -ENTHUSIASM about the book, the research topic, and the award -fluent reading and perfect pronunciation |
| Effectiveness of the Claim/Argument | -no claim was presented, or the claim presented was weak, brief -little to no evidence was provided to support the claim -the book award was never mentioned in the presentation | A problem in one or both of these areas was noted: *presentation of the claim *supporting evidence *the mention of the award | -a claim was presented and supported by some details/evidence from the text -at least one solid reference to the award must be included | -a powerful and convincing claim is presented -the claim is supported by an abundance of details/evidence from the text -multiple references to the award are included in the presentation |
| Elements of Fiction | -the plot was not explained, or it was explained briefly -little to no evidence from the text was provided to explain the plot elements and theme | A problem in one or more of these areas was noted: *plot *theme *conflict *evidence from the text | -plot, conflict, and theme were explained and described using evidence from the text -detailed, organized summary of the book | -a thorough, detailed explanation of the plot and theme -conflict, rising action, climax, falling action, and resolution are addressed -ample evidence from the text to support descriptions of plot and theme -detailed, organized summary of the book |
| Historical Significance | -there is little or no evidence that students conducted research on their historical event or era -no effort has been made to connect the research to the historical fiction novel | A problem in one or more of these areas was noted: *amount of evidence *accuracy of information *connection between research and novel | -adequate evidence of research -explanation of the significance of this historical event or era -enough information from both the novel and the nonfiction reading has been presented -connection between research and novel | -ample evidence of research -the presentation includes many details about the significance of this historical event or era -information from both the novel and the nonfiction reading has been synthesized in an informative and appealing manner -an obvious effort was made to connect the research to the |

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| | | | | historical fiction novel <u>and</u> current events |
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|---------------------------|----------------|
| Student Name: | Group Members: |
| Historical Fiction Novel: | |

Assessed Categories:

1. Technology Skills

Goals:

- Establish visual appeal
- Grab and maintain the audience’s attention
- Demonstrate expertise in the use of Google Slides

2. Speech Techniques

Goals:

- Use persuasive language and a variety of speech techniques to convince your audience that your book deserves and should win the award
- Demonstrate expertise in the art of persuasion through the use of ethos, pathos, and logos

3. Presentation Skills

Goals:

- Use eye contact, volume, vocal variety, fluency, and correct pronunciation to demonstrate expertise in public speaking
- Show enthusiasm for your book and its eligibility for the award

4. Evidence of the Claim/Argument

Goals:

- Present a powerful and convincing argument (CLAIM) that your book should absolutely receive the **Supernovas Award for Excellence in Historical Fiction**
- Support your claim using ample evidence from the text
- *Tip: Think of yourself as a lawyer for the book. You will argue that the book should be named

the

BEST work of historical fiction and deserves the **Supernovas Award for Excellence in Historical Fiction**. Support your argument with evidence!

5. Elements of Fiction

Goals:

- Summarize the book
- Explain the one or two major THEMES of the book (remember themes are universal)
- Describe these plot elements: conflict, rising action, climax, falling action, resolution

6. Historical Significance

Goals:

- Connect the historical fiction novel to the research you have conducted.
- Clearly establish the importance of the time period you have researched.
Why is it a big deal? What happened? Provide ample details and explanation.
- Draw connections between events of the past and current events, if possible. (I bet it is.)