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| **Prezi asssignment** | | | | | |
|  | **Exceeding** | **Fully Meeting** | **Meeting** | **Approaching** |  |
| **Knowledge and Understanding are demonstrated in presentation** | **T**he student demonstrates a clear and thorough knowledge and understanding of the subject through their oral presentation and uses the Prezi as a visual aid only. | The student demonstrates a clear knowledge and understanding of the subject through their oral presentation and uses the Prezi as a visual aid only. | The student demonstrates some knowledge and/or understanding of the subject through their oral presentation. However, sometimes they rely too heavily on the Prezi. | The student does not demonstrate knowledge and/or understanding of their subject through their oral presentation. Furthermore, the Prezi does not enhance the presentation but instead dominates it. |  |
| **Organization**  **Preparedness** | The presentation demonstrates a logical and sequential structure which contributes to the overall presentation. This includes a specific stated goal, sufficient clear supporting details and little or no unnecessary information.  The presentation is clearly practiced and rehearsed. There is no reading off of the prezi. A loud clear voice is used and eye contact is made with the audience | The presentation demonstrates a logical and sequential structure which contributes to the overall presentation. This includes a specific stated goal, some clear supporting details and only some unnecessary information.  There is evidence of rehearsal and the student rarely reads off of the prezi. A clear voice is used and eye contact is mostly maintained with the audience | The presentation demonstrates an organized structure, which contributes to the presentation. However, the goal is not clearly stated, and/or the supporting details are lacking. Furthermore there may be unnecessary information.  Little rehearsal is evident. student speaks too fast or slow and reads off of the prezi. Eye contact is not evident | Organization of presentation lacks a logical, sequential structure. Furthermore, there is no clear goal, nor supporting details.  The student has not practiced their presentations at all and is not prepared. |  |
| **Graphics & Pictures** | Graphics/pictures or video go well with text. Good mix of text and illustrations that are relevant and effective. | Graphics/illustrations go with over-all text, but either not enough, or too many detract from presentation. One item not relevant. | Too many pictures/graphics distract from text. Some pictures or graphics are not relevant to topic. | Minimal graphics/illustrations used and/or do not go with text. |  |
| **Attractiveness & Appeal** | The presentation has an exceptionally attractive format, is extremely well-organized, colourful, and very appealing. | The presentation has an attractive format, is organized, and neat. | The presentation has an average format, mostly organized and neat. | The presenation has a confusing format, seems hastily thrown together. |  |
| **Spelling & Writing** | No spelling errors. Each slide/section is clear and well explained. Grammar is correct. | Almost all slides/sections are clear and well-defined. Minimal spelling and grammatical errors. | Several slides/sections have some spelling and/or grammatical errors. | Less than half the slides/sections are clear. Most sections have some spelling and/or grammatical errors. |  |
| **Use of Prezi features** | Excellent use of Prezi features. Uses scale to emphasize, and focus on major ideas. Overview makes sense when zoomed out. Details are given in small size. A path is used to create a logical flow of ideas and images. | Very good use of Prezi features. Most features are used: - scale to focus on main ideas - clear overview when zoomed out - details revealed by zooming in - path works and is logical | Good use of Prezi features. Some features are used: - scale to focus on main ideas - clear overview when zoomed out - details are revealed by zooming in - path works and is logical | Minimal or ineffective use of Prezi features |  |

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| **WHO** – Who does the problem affect? What would 2 different points of view be on the issue and why would they have different opinions? | /5 |
| **WHAT** – What is the issue? | /1 |
| **WHERE** – What level does it affect (school, community, national, global) and where is it happening? | /2 |
| **WHEN** – Is this a new issue or has it been going on for a while? | /2 |
| **WHY** – Why is this issue important?  - 3 reasons | /3 |
| **HOW** – How can we help or what can we do to fix it? This is where you put in what your plan of action would be? | /5 |

Knowledge and Understanding