

Name: _____

Date/Class Hour: _____

Individual Oral Presentation Proposal and Rubric

Title of Presentation: _____

Work(s) and Author(s) studied:

Aspect(s) on which you intend to explore (analysis) and rationale:

	0	1-2	3-4	5-6	7-8	9-10
Criterion A: Knowledge and understanding of the work(s) <ul style="list-style-type: none"> How much knowledge and understanding does the student show of the work(s) used in the presentation? 	does not reach standard	There is little knowledge or understanding of the content of the work(s) presented.	There is some knowledge and superficial understanding of the content of the work(s) presented.	There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.	There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.	There is excellent knowledge and understanding of the content and the implications of the work(s) presented.
Criterion B: Presentation <ul style="list-style-type: none"> How much attention has been given to making the delivery effective and appropriate to the presentation? To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)? 	does not reach standard	Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.	Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.	Delivery of the presentation is appropriate, with a clear intention to interest the audience.	Delivery of the presentation is effective, with suitable strategies used to interest the audience.	Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.
Criterion C: Language <ul style="list-style-type: none"> How clear and appropriate is the language? How well is the register and style suited to the choice of presentation? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.) 	does not reach standard	The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.	The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.	The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.	The language is clear and appropriate, with register and style consistently suited to the choice of presentation.	The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

Understanding the IB Rubric Criterion

Language

- very clear, effective, carefully chosen and precise
- high degree of accuracy in grammar, vocabulary and sentence construction
- effective and appropriate register and style

Organization

- effectively organized and developed
- reader is engaged and persuaded
- requires the coherence of ideas within
- should incorporate quotations into their writing in such a way that the development of their ideas is enhanced and not impeded,
- should avoid using large blocks of quotations
- consistent with required formatting

Presentation

- reader is engaged and persuaded
- require careful structuring
- a clear, sustained focus and purposeful development of ideas (with links between elements)

Knowledge and understanding of literary works is the expression of an author's individual creativity and as representatives of their genre and period. Knowledge refers to familiarity with the work. Understanding is the ability to interpret the writer's intention and to understand how context may affect that interpretation—both the context of the work and what the reader brings to the reading.

- know the main features of the genre the text exemplifies
- demonstrate the ability to evaluate the effectiveness of the use of the various conventions.
- discuss the links between works: differences and similarities in their context, style, structure, theme and so on
- understand cultural values as expressed in literature, and the significance of context in literary works. The actions of the characters in a literary work should not be judged by the student's own time and culture.
- statements or assertions must be validated and have evidence to support them
- carefully chosen, detailed references to the work(s), passage or extract
- demonstrate their independent interpretation and depth of understanding
- evidence provided in the form of quotations and line references
- should set quotations in context, integrated into the text of the essay and accompanied by explanation or analysis

Analysis of literary techniques

- demonstrate an ability to analyze language, structure, technique and style
- know the difference between description and analysis

Evaluation

- recognize how and why literature affects the reader
- see how, in literary terms, one writer compares with another. Similar literary techniques will affect readers differently and students are expected to be able to analyze, discuss and justify their own response to the choices that writers make.

Independent literary criticism

- acquire for themselves the skill of reading between the lines
- see how writers have achieved their effects and how they may be trying to persuade the reader to accept their views of the subject of the prose passage or poem
- build on what they have learned in class, but also show that they have thought for themselves about the topic