***Lord of the Flies* Character Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level 1** (50-59%) | **Level 2** (60-70%) | **Level 3** (70-79%) | **Level 4** (80-100%) |
| **Knowledge and Understanding:**  -follows directions with understanding  -content in presentation shows knowledge of character and technical aspects  -student is able to answer questions about film /30 | -limited knowledge demonstrated | -some knowledge of content | -Good knowledge of content | -thorough and insightful understanding of said character, themes, plot development and symbols |
| **Critical Thinking &Inquiry**  - clear planning of multimedia presentation  -project demonstrates thinking, analysis, and creativity /10 | -planning and thinking/creativity need more effort | -some planning evident  -some evidence of analysis and creativity | -good planning  -good analysis and/or creativity evident | --excellent planning  -exceptional evidence of analysis and convincing delivery |
| **Communication:**  -appropriately formal for audience & purpose  -fluency of writing and speaking skills  -conventions of grammar and spelling observed /40 | -limited sense of audience & purpose  -writing & speaking not always clear & correct | - some sense of audience and purpose  -some clarity of writing and speaking  -conventions sometimes observed | -good sense of audience and purpose  - accurate and clear writing and speaking skills  - good command of writing conventions | -full understanding of audience & purpose  -exceptional speaking skills  -thorough command of various conventions (eye contact, formality, etc…) |
| **Application:**  -overall audience appeal of display  -interesting connections made to other texts studied this year /20 | -limited appeal to audience  -few interesting connections | -some appeal to audience  -some interesting connections | -very appealing display  - several interesting and insightful connections made | -excellent appeal to audience  -many insightful and interesting connections |