

# ReadBox Project

## Prezi Rubric

Name: Date:	_____	Class: _____	_____		Your score/ Mark _____
<b>Starting point</b>	Student's name (first and last), form, title, author, publisher, cover of the book. This should be centred and should form the starting point of your Prezi Presentation.	5 out of six items are mentioned (Student's name (first and last), form, title, author, publisher, cover of the book.) This should be centred and should form the starting point of your Prezi Presentation.	4 out of six items are mentioned (Student's name (first and last), form, title, author, publisher, cover of the book.) This frame is not centred and does not form the starting point of your Prezi Presentation; it is used a later stage.	3 out of six items are mentioned (Student's name (first and last), form, title, author, publisher, cover of the book.) This frame is not centred and does not form the starting point of your Prezi Presentation; it is used a later stage.	_____/05____
<b>Content: Summary</b>	<p><b>15-12 pts</b></p> <p>The summary consists of at least 150 words. The written work contains the following elements: an engaging introduction (The reader is pulled into the story), a middle part and conclusion. The summary is easy to understand and events follow in a logical sequence. Smooth transitions are used to connect the paragraphs.</p> <p>The student has clearly utilised the book to gather information.</p> <p>The student makes few, if any, errors in grammar, punctuation or spelling.</p>	<p><b>11-8 pts</b></p> <p>The summary consists of 150-100 words. The written work contains the following elements: a strong introduction (which grabs the reader's attention and wants to continue reading), a middle part and conclusion, pretty well-developed and pretty well-organised and easy to understand. It may contain a few confusing parts but the overall storyline is clear. Events follow logically and make sense, because of the transitions used to connect the paragraphs.</p> <p>The student has utilised the book to gather information.</p> <p>The student makes a couple of errors in grammar, punctuation or spelling that distract the reader, but the errors hardly interfere in the understanding.</p>	<p><b>7-4 pts</b></p> <p>The summary consists of 100-50 words. The written work contains three of the following elements: a fitting introduction which did not grab the reader's attention), a middle part and conclusion. The written work is hard to read and understand. It does not flow and does not make sense.</p> <p>The student has hardly utilised the book to gather information.</p> <p>The student makes some errors in grammar, punctuation or spelling that distract the reader, but may interfere with the understanding the written text.</p>	<p><b>3-0 pts</b></p> <p>The summary consists of less than 50 words. The written work contains only one or two of the following elements: a fitting introduction, middle part and conclusion. The written work demonstrates lack of coherence; The reader cannot follow or understand the story.</p> <p>Little or no attempt has been made to relate the two newspaper articles to the book.</p> <p>The student makes a lot of serious errors in grammar, punctuation or spelling, that distract the reader from the understanding the written text.</p>	_____/15____

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<b>Creativity:</b>  <b>lay-out &amp; illustrations + Captions + video</b>	<b>15-12 pts</b>  It is obvious that the student has put a great deal of thought into the lay-out of the Prezi; his or her ideas are complex and 'out-of-the-box'.  More than two illustrations are used and they clearly relate to the setting/ characters, plot, theme, tone, mood etc. and support the book and the summary/ review/ favourite passages or quotes and the improvements that the student has written.  Captions are used under each illustration explaining the relation to the book. At least one video, created by the student, has been uploaded. The video relates to the author, book, characters or themes within.	<b>11-8 pts</b>  The student has thought about the lay-out, understands the book and has used his/ her imagination. The student has composed quite an original Prezi with a few creative details/ descriptions, but some elements may not be excellent.  Five illustrations are used relate to the setting/ characters, plot, theme, tone, mood etc. and support the book and the summary/ review/ favourite passages or quotes and the improvements that the student has written.  Captions are mostly used under each illustration explaining the relation to the book.  At least one video created by the student/ or uploaded from Youtube has been uploaded. The video relates to the author, book, characters or themes within.	<b>7-4 pts</b>  The student has made an attempt at using his/ her imagination in creating the Prezi, although it is rather unoriginal; it did not quite work out.  Three or four illustrations used somehow relate to the setting/ characters, plot, theme, tone, mood etc. and support the book and the summary/ review/ favourite passages or quotes and the improvements that the student has written.  Captions are sometimes used under each illustration explaining the relation to the book.  No video has been included.	<b>3-0 pts</b>  The student has composed an unoriginal piece of work; there is little evidence of imagination/ creativity and the lay-out does not fit the lay-out of a poster. Little or no effort is shown.  One or two illustrations are used. The illustrations do not always relate to the setting/ characters, plot, theme, tone, mood etc. or support the book and the summary/ review/ favourite passages or quotes and the improvements that the student has written.  There are no captions used under each illustration explaining the relation to the book.  No video has been included.	
					<b>____/15__</b>

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<b>Ideas, (20) movements and organisation of the Prezi</b>	<p>It is obvious that the student has put a great deal of thought into the flow of the Prezi; one frame follows logically after the other.</p> <p>The student's ideas are complex and demonstrate depth of knowledge. The Prezi is readable, neat, clean and attractive and is easy to follow. The Prezi serves as a guide to promote his/ her book and has a wow factor.</p> <p>Superior effort is shown; the student took great pride in it.</p>	<p>The student has thought about the flow of the Prezi, understands the book and has composed quite an original Prezi; a good understanding of the book is present, but some elements may not be excellent. The Prezi is readable, neat, clean and attractive and serves as a guide.</p> <p>Good effort is shown; it looks like the student took some pride in it</p>	<p>The student has made an attempt at creating a flow of the Prezi, although it is rather unoriginal; and demonstrates limited understanding. The Prezi did not quite work out. The zooming effect is out of balance and sometimes disturbing/ confusing. The Prezi is readable, and some parts are attractive, but the Prezi is sometimes difficult to understand.</p> <p>Some effort is shown; it looks like the Prezi has been created in a hurry.</p>	<p>The student has composed an unoriginal Prezi and little or no understanding is demonstrated; ideas are vague and the organisation of the Prezi (the flow) does not work. Little or no effort is shown. The zooming effect is clearly out of balance and disturbing/ confusing. The work is not presented in a neat or attractive way. The Prezi is difficult to understand.</p> <p>It looks like the student just wanted to get it over and done with.</p>	<p>____/10__</p>
<b>Favourite Passages/ Quotes + explanation</b>	<p>The student has clearly utilised the book to gather two favourite passages or significant quotes (75 words). They do not give away the ending but grab the reader's attention and makes the reader curious to read more. The passages/ quotes give a sense of the author's style.</p> <p>The explanation is creative and original and makes clear why the chosen passages/ quotes are so important to the student.</p>	<p>The student has utilised the book to gather two favourite passage or significant quotes (50-75 words). They do not give away the ending but grab the reader's attention and makes the reader want to read more.</p> <p>The explanation makes clear why the chosen passages/ quotes are important to the student.</p>	<p>The student has hardly utilised the book to gather two favourite passage or significant quotes (less than 50 words) One of the two passages/ quotes gives away the ending or does not grab the reader's attention. The reader wonders why the student has used these passages/ quotes. They seem somewhat out of place and do not give a sense of the author's style.</p> <p>The explanation does not make clear why the chosen passages/ quotes are important to the student.</p>	<p>The student has not utilised the book to gather two favourite passage or significant quotes (25 words or less). One of the two passages/ quotes gives away the ending or does not grab the reader's attention. The reader wonders why the student has used these passages/ quotes. They feel totally out of place and do not give any sense of the author's style.</p> <p>The explanation is missing or does not make clear why the chosen passages/ quotes are important to the student.</p>	<p>____/15__</p>

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<b>Grammar &amp; Mechanics (CUPS)</b>	The student makes few, if any, errors in grammar, punctuation or spelling. He/ She uses complex and complete sentences. The sentence structure is excellent.	The student makes a couple of errors in grammar, punctuation or spelling that distract the reader, but the errors hardly interfere in the understanding. He/ She uses complete sentences. The sentence structure is good.	The student makes some errors in grammar, punctuation or spelling that distract the reader, but may interfere with the understanding the book. Not all of the sentences used are full sentences. The sentence structure is okay.	The student makes a lot of serious errors in grammar, punctuation or spelling, that distract the reader from the understanding the book. Most of the sentences used are incomplete sentences. The sentence structure is not always correct (incorrect word order).	____/10__
<b>Cliffhanger</b>	The Prezi contains a catchy phrase that arouses the reader's interest.	The Prezi may contains a phrase that arouses the reader's interest.	The Prezi may contains a phrase that arouses the reader's interest.	There is no catchy phrase in the Prezi that arouses the reader's attention.	____/05__
<b>Main characters &amp; setting</b>	<p>The student has produced a vivid description (2-3 sentences) all of the main characters and has included one illustration (per main character)</p> <p>The student can accurately identify where and when the story took place and can provide the reader with quite a lot of details. The student can explain how the setting is important to the plot (for example the mood of the story).</p>	<p>The student has produced a well-written description (2-3 sentences) most of the main character and has included one illustration (per main character)</p> <p>The student can identify where and when the story took place and can provide the reader with some details. The student can explain how the setting is important to the plot.</p>	<p>The student has produced a poor description (2-3 sentences) of some of the (main) characters and has included one illustration (per main character)</p> <p>The student can identify where and when the story took place but can hardly give any details about it. The student has problems in explaining how the setting is important to the plot.</p>	<p>The student has named a few (main) characters but has failed to produce a description of each main character. There is only one illustration included.</p> <p>The student cannot identify where or when the story took place. The student cannot explain how the setting is important to the plot.</p>	<p><b>main characters</b></p> <p>____/10__</p> <p><b>setting</b></p> <p>____/05__</p>

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<b>Critical thinking skills: Thoughts on the book &amp; Book Rating</b>	<p>The student's creative voice is strong (The student uses his/ her own words); The student's thoughts on the book are well-written and clear. The reader definitely knows whether the book is worth reading or not.</p> <p>The book rating system is included in the Prezi.</p>	<p>The student's creative voice is solid. (The student uses his/ her own words); The student's thoughts on the book are well-written and clear. The reader knows whether the book is worth reading or not.</p> <p>The book rating system is included in the Prezi.</p>	<p>This Prezi lacks the student's voice; the student either likes the books or hates it; the student's thoughts on the book are vague or unknown; it lacks a critical eye. (The student uses his/ her own words) The reader is not sure whether this book is worth reading or not.</p> <p>The book rating system is included on the Prezi.</p>	<p>There is no voice at all; the student either states his/ her (dis)like to the book. The student does not use his/ her own words.</p> <p>Either the book rating system or the student's thoughts on the book is missing. It is not clear to the reader why he or she should read the book or not.</p>	<p>____/05__</p>
<b>Improvements</b>	<p>The student has written two solid improvements (1-2 sentences per improvement) and has thoroughly explained why from his/ her viewpoint (1-2 sentences per improvement)</p>	<p>The student has written two improvements (1-2 sentences per improvement) and has explained why from his/ her viewpoint (1-2 sentences per improvement)</p>	<p>The student has written one improvement (1-2 sentences) and has explained why from his/ her viewpoint (1-2 sentences) ro the student has written two improvements but has failed to write an explanation.</p>	<p>The student has not written any improvement at all.</p>	<p>____/05__</p>
<b>End Result</b>					<p><b>TOTAL SCORE</b></p> <p>____/100</p>

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Additional comments to help you improve your processing task.