**SHAKESPEARE’S PROJECT RUBRIC**

**STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GROUP:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EXCELLENT** | | **GOOD** | | **FAIR** | | **NEEDS IMPROVEMENT** | |
| **WORK IN CLASS** | We organized ourselves and solved the problems without any help | | We organized ourselves but sometimes the teacher had to intervene | | We often needed the teacher to help us very | | We couldn’t organize ourselves | |
| **Me** | **My group** | **Me** | **My group** | **Me** | **My group** | **Me** | **My group** |
| **PARTICIPATION** | We all collaborated actively | | Sometimes there were members of the group that didn’t participate | | We often had problems with some members of the group | | We didn’t collaborate with each other | |
| **Me** | **My group** | **Me** | **My group** | **Me** | **My group** | **Me** | **My group** |
| **INTRODUCTION** | We introduced ourselves in a formal way and explained what we were going to do | | We introduced ourselves in an informal way and explained what we were going to do | | We said hello and began to explain what we were going to do | | There was no introduction or explanation of what we were going to do | |
| **Me** | **My group** | **Me** | **My group** | **Me** | **My group** | **Me** | **My group** |
| **COMUNICATION** | We used a clear voice and correct pronunciation. Everybody could hear | | We used a clear voice and the pronunciation was mostly correct. Most people could hear | | We used a low voice and the pronunciation was mostly incorrect. It was difficult for the audience to hear us | | We mumbled, and the pronunciation was incorrect. The audience couldn’t hear us | |
| **Me** | **My group** | **Me** | **My group** | **Me** | **My group** | **Me** | **My group** |
| **ORGANIZATION OF**  **INFORMATION** | The information was presented in a logical interesting sequence. It was easy to follow | | The information was presented in a logical sequence that the audience could follow | | The audience had difficulty following the presentation because students jumped around | | The audience couldn’t understand the presentation because there was no sequence of information | |
| **Me** | **My group** | **Me** | **My group** | **Me** | **My group** | **Me** | **My group** |
| **PRESENTATION** | It was attractive, imaginative and easy to follow. We used images and examples | | It was attractive and we used images and examples | | It was correct but not very imaginative or attractive | | There was not much use of images and we even translated some words | |
| **Me** | **My group** | **Me** | **My group** | **Me** | **My group** | **Me** | **My group** |

**OPENING YOUR PRESENTATION**

* **Introduce yourself:** *My name’s* Anna**.**

**Or/and introduce your partners:** *and this is my mate Berta and that is Carl.*

* **Explain the reason:**

*We’re here today to talk about Shakespeare’s play The Tempest.*

*The reason is that it’s a very famous play, but not everybody knows the details about it.*

*Our presentation will talk about the author, the main characters and the story.*

* **Divide the presentation:**

*We’re going to talk about 10 minutes during which time we will be showing you this ppt/prezi etc.*

*First, Anna is going to tell you about the author, then Berta will speak about the main characters.*

*And finally, Carl will explain the development of the story.*

*If you have any questions, please ask them at the end of the presentation.*