

Explorer Overboard Interview

Teacher Name: **Mrs. Fawkes**

Student Name: _____

CATEGORY	Exceeding	Fully Meeting	Meeting	Working Towards Meeting
Questions & Answers	Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided.	Questions requiring factual answers were asked by the host and correct, in-depth answers were provided.	Questions requiring factual answers were asked by the host and correct answers were provided.	Answers were provided and most were correct. Some of the questions were not on topic.
Interest and Purpose	Presentation has a clear and interesting purpose.	Presentation is interesting but purpose is somewhat unclear.	Presentation is not very interesting and purpose is somewhat unclear.	Presentation is not interesting and has no discernable purpose.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Graphics-Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.

Explorer Overboard Video Presentation

Teacher Name: **Mrs. Fawkes**

Student Name: _____

CATEGORY	Exceeding	Fully Meeting	Meeting	Working Towards Meeting
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout and all necessary historical information is included.	Establishes a purpose early on and maintains focus for most of the presentation and most of the necessary historical information is included.	There are a few lapses in focus, but the purpose is fairly clear and some of the necessary historical information is included.	It is difficult to figure out the purpose of the presentation and very little of the historical information is included.
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.

Historical Role Play : Explorer Overboard Character in Role

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Student Name: _____

CATEGORY	Exceeding	Fully Meeting	Meeting	Working Towards Meeting
Historical Accuracy	All historical information appeared to be accurate.	Almost all historical information appeared to be accurate.	Most of the historical information was accurate.	Very little of the historical information was accurate.
Role	Point-of-view and arguments were consistently in character.	Point-of-view and arguments were often in character.	Point-of-view and arguments were sometimes in character.	Point-of-view and arguments were rarely in character.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Knowledge Gained	Can clearly and thoroughly explain why their contribution was significant.	Can explain why their contribution was significant.	Lacks information to completely explain why their contribution was significant.	No explanation for why their contribution was significant.