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|  | **Student Presentations - Do you support biodiesel production?** |  |

**Assignment:**

You will create a product to support U.S. production of biodiesel for future energy needs or to argue against an increase in its use and production. You may work alone or in a small group (no more than three per group).

The product you create needs to convince the viewer to agree with your opinion on biodiesel production. The easiest way to convince a person to support you is to provide data, facts and other information that agrees with your thinking. It is NOT sufficient to give your opinion without support and expect the viewer to agree with you! Use the rubric as you plan and prepare your assignment. Once you complete the product, fill out the rubric as a self-assessment. Each member of the group should do this independently. Also, if you work in a small group, the group will type a summary of how all the work was divided among group members.

**Product:**

Technology is a wonderful thing and there is a lot available to you, but you will all be in different places with your comfort level for using the technology. That being said, the product can be any format you choose. You may make a video, a commercial or a skit with Movie Maker or other video-editing software. You may decide to make a presentation using a program like Power Point or an internet site like Prezi.com or Padlet.com. You may create a slide show with internet sites such as Animoto.com or Photopeach.com. You can even create a website with your information on yola.com or weebly.com. Microsoft Publisher has some great templates for a brochure. This is by no means a complete list of options. However, if you have ANY doubts about your product idea, talk to your teacher about it first!

This will be a professional product. Materials should be typed or computer-generated. The effort put into the project should be evident, both in the quality of the product as well as the information shared. Arguments should be logical and organized. There should be plenty of supporting data or facts for your argument. Convince the viewer that your opinion is correct!

**What to turn in:**

* A copy of your product
* A self-assessment (the rubric) for each member of the group
* Summary of the project and assigned tasks (groups only)

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| **Student Presentations - Do you support biodiesel production?**  Teacher Name: **Mrs. Harvey**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **20** | **18** | **15** | **12** |
| **Organization** | All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical. | Arguments were not clearly tied to an idea (premise). |
| **Information** | All information presented in the product was clear, accurate and thorough. | Most information presented in the product was clear, accurate and thorough. | Most information presented in the product was clear and accurate, but was not usually thorough. | Information had several inaccuracies OR was usually not clear. |
| **Use of Facts/Statistics** | Every major point was well supported with several relevant facts, statistics and/or examples. | Every major point was adequately supported with relevant facts, statistics and/or examples. | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. | Every point was not supported. |
| **Understanding of Topic** | Student clearly understood the topic in-depth and presented their information forcefully and convincingly. | Student clearly understood the topic in-depth and presented their information with ease. | Student seemed to understand the main points of the topic and presented those with ease. | Student did not show an adequate understanding of the topic. |
| **Format/Appearance** | Neat, professional, convincing and a level of enthusiasm in a way that kept the attention of the audience. | Effort evident and a level of enthusiasm in a way that kept the attention of the audience. | Some evidence of effort; did keep the attention of the audience. | Lack of effort; did not keep the attention of the audience. |

Date Created: **Jul 25, 2013 09:02 pm (CDT)**

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