

Name: \_\_\_\_\_ Period \_\_\_\_\_ Satire Project Rubric

CATEGORY	Exemplary (8)	Good (6)	Fair (4)	Poor (2)
<b>Development / Organization</b>	Develops the satire in a logical sequence, leaving out no important support. Audience “gets it” right away.	Develops the satire in a logical sequence but with a few omissions or oversights. Audience “gets it.”	Develops the satire with several omissions in logic, but maintains an understandable story.	Develops the satire out of sequence or otherwise does not make sense.
<b>Persona / Characters</b>	The persona (voice of the satire) and/or the main characters are clearly described through dialogue and/or actions. The audience recognizes the importance of the character to the story being told.	The persona (voice of the satire) and/or main characters are described through dialogue and/or actions. The audience has a fairly good idea of how the character relates to the story presented.	The persona and/or main characters are evident, but the audience knows very little about the persona / main characters or why the characters are important to the story.	It is hard to tell who the persona /main characters are or why they are important.
<b>Audience Attention/ Use of Humor</b>	The satire uses several approaches to gain audience’s attention, including irony, puns, stereotypes, characterization, hyperbole, and/or humor.	The satire uses a couple approaches to gaining audience’s attention.	The satire uses only one approach to gaining audience’s attention.	The satire was ineffective in gaining audience’s attention.
<b>Solution to the Social Issue</b>	The solution to the problem is easy-to-understand and is logical. There are no loose ends. An effective satire.	The solution to the problem is easy-to-understand and is somewhat logical. Effective satire.	The solution to the problem was a little hard to understand. Satire lost its efficacy.	No solution was attempted or it was impossible to understand. Satire was ineffective.
<b>Choice of Topic / Social Issue</b>	<b>Exemplary (5)</b> Topic is clearly an important social issue for American society. It is very easy for the audience to understand what problem is and why it is a problem.	<b>Good (4)</b>	<b>Fair (2)</b> Topic is somewhat important to American society. Not a burning issue.	<b>Poor (1)</b>

<b>Research</b>	Research is attached to the final project. Research aids in development and effectiveness of the satire. Gives an intelligent background to the social issue.	Research is attached to the final project. Research aids in the satire, but may not be entirely effective for the satire presented.	Research is attached to the final project. The student appears informed on the topic, but the research does not appear to aid in the satire.	Research is not attached to the final project and/or the research does not aid in the satire.
	<b>Exemplary (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
<b>Final Product</b>	Project meets expectations. Project is error free. Project is visually or aesthetically pleasing.	Project meets expectations. Project may include a few errors. Project attempts visually or aesthetically pleasing design.	Project does not fully meet expectations. Project has many errors. Project is not visually or aesthetically pleasing.	Project shows minimal effort. Project has many errors. Project is not visually or aesthetically pleasing.
<b>Presentation / Delivery</b>	The student has rehearsed his/ her satire and fluidly delivers the presentation. Good use of notes and eye contact. Confident responses to audience questions.	The student has rehearsed his/ her satire but may struggle a little in delivering the presentation. Fairly good use of notes and eye contact. Confident responses to audience questions.	The student does not appear to have rehearsed his/ her satire. Adequate use of notes and eye contact. Attempts responses to audience questions.	The student does not appear to have prepared for the presentation.

**Subtotal:** \_\_\_\_\_

**Additions/ Deductions:** \_\_\_\_\_

**TOTAL of 50 POSSIBLE POINTS:** \_\_\_\_\_